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ABSTRACT

The National Center for Education Statistics (NCES) gathers and publishes information on the status and progress of education in the United States. The "Condition of Education" is an annual, Congressionally mandated report produced by the NCES. It is an indicator report, presenting key data analyses that measure the health of education, monitor important developments in the education system, and show trends in major aspects of education. This document includes all the supplemental tables, notes, and standard error tables prepared for "The Condition of Education 1997." The tables provide additional information to complement the data presented in "The Condition." For example, Indicator 2 in the main volume compares early signs of school problems across racial/ethnic groups and according to parents' highest educational level. Additional tables provided in this supplemental volume compare early signs of school problems by students' age, urbanicity, and household income. Standard errors for all the survey estimates presented in this volume have been calculated and are also included. A total of 226 tables and 21 notes are included. (LMI)

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Supplemental and Standard Error Tables

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U.S. Department of Education
Richard W. Riley
Secretary

Office of Educational Research and Improvement
Ramon C. Cortines
Acting Assistant Secretary

National Center for Education Statistics
Pascal D. Forgione, Jr.
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555 New Jersey Avenue NW
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Introduction

The National Center for Education Statistics (NCES) gathers and publishes information on the status and progress of education in the United States. *The Condition of Education* is an annual, Congressionally mandated report produced by NCES. *The Condition* is an indicator report, presenting key data analyses that measure the health of education, monitor important developments in the education system, and show trends in major aspects of education. Unlike most other statistics, the indicators presented in *The Condition of Education* are policy-relevant and problem-oriented. They typically incorporate a standard against which to judge progress or regression. *The Condition of Education 1997 Supplemental and Standard Error Tables* has been produced for those people who wish to examine issues presented in the *The Condition of Education* in greater depth and detail. The tables included in this volume provide additional information to complement the data presented in *The Condition*. For example, *Indicator* 2 in the main volume compares early signs of school problems across racial/ethnic groups and according to parents' highest education level. Additional tables provided in this supplemental volume compare early signs of school problems by student's age, urbanicity, and household income. Standard errors for all of the survey estimates presented in this volume have been calculated and are also included. A discussion of standard errors and statistical significance testing is presented on page 296.

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The Condition of Education 1997 Supplemental and Standard Error Tables *includes all of the supplemental tables, notes, and standard error tables prepared for* The Condition of Education 1997. *Tables listed in bold are included in both* The Condition of Education 1997 *and this volume. Tables that are not shown in bold are included in this volume only. Section 1 of this volume contains all supplemental tables and notes and Section 2 contains all standard error tables. The electronic version of* The Condition of Education 1997 *can be viewed on the NCES Internet site at http://www.ed.gov/NCES/ce/.*

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SECTION 1

Supplemental Tables and Notes

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	3-year-olds			4-year-olds			5-year-olds		
Student characteristics	Total	Center-based programs	Kinder-garten	Total	Center-based programs	Kinder-garten	Total	Center-based programs	Kinder-garten
Total	**37.4**	**36.9**	**0.5**	**60.9**	**59.3**	**1.7**	**90.3**	**16.8**	**73.5**
Sex									
Male	35.8	35.6	0.3	59.9	58.3	1.6	88.7	17.7	71.0
Female	38.9	38.3	0.6	61.5	59.8	1.7	92.1	15.8	76.3
Race/ethnicity									
White	40.2	40.0	0.3	60.8	59.5	1.3	88.6	17.8	70.8
Black	41.1	40.2	0.9	68.2	66.2	2.0	93.7	17.2	76.5
Hispanic	21.2	20.0	1.2	49.0	45.5	3.5	93.4	13.3	80.1
Household income									
$10,000 or less	26.2	25.8	0.4	54.3	53.6	0.7	90.9	16.7	74.2
10,001-20,000	27.0	27.0	0.0	52.3	50.1	2.3	89.7	12.7	77.0
20,001-35,000	27.7	27.3	0.4	49.7	48.5	1.2	90.7	15.4	75.4
35,001-50,000	38.1	36.8	1.3	59.5	56.5	2.9	88.5	16.6	71.9
50,001 or more	61.2	61.1	0.1	80.7	79.2	1.5	90.9	20.2	70.6
Parents' highest education level									
Less than high school diploma	16.0	14.6	1.3	42.4	41.6	0.8	92.5	11.8	80.7
High school diploma or GED	26.3	25.7	0.6	51.1	50.0	1.1	89.2	14.4	74.8
Some college/vocational/technical	35.6	35.4	0.3	63.3	61.4	1.9	90.2	16.2	74.0
Bachelor's degree	51.7	51.6	0.2	70.7	68.4	2.2	91.6	19.0	72.7
Graduate/professional school	60.8	60.4	0.4	77.9	75.6	2.3	89.8	24.4	65.3
Family structure									
Two biological or adoptive parents	38.6	38.0	0.6	61.3	59.5	1.7	88.8	17.6	71.2
One biological or adoptive parent	36.9	36.9	0.0	63.0	61.6	1.4	94.0	15.8	78.2
One biological and one step parent	23.1	20.4	2.7	46.9	43.9	3.0	89.4	12.2	77.2
Other relatives	20.8	20.8	0.0	61.3	61.3	0.0	88.0	20.8	67.3
Mother's first language									
English	39.5	39.1	0.4	62.2	61.0	1.2	89.9	17.3	72.6
Spanish	12.3	11.6	0.7	47.3	42.1	5.3	93.0	10.6	82.4
Other	43.2	40.2	3.0	61.5	56.2	5.3	88.8	20.9	67.9
Poverty status[2]									
Poor	24.2	23.9	0.3	51.7	50.9	0.8	90.1	15.7	74.4
Non-poor	42.2	41.7	0.5	63.9	61.9	1.9	90.3	17.2	73.1
Mother's employment status									
35 hours or more per week	43.4	42.7	0.7	63.3	61.0	2.2	90.3	16.5	73.8
Less than 35 hours per week	39.9	39.9	0.0	70.9	68.9	2.0	91.4	20.0	71.4
Looking for work	34.7	33.3	1.4	56.3	55.3	1.0	86.0	16.6	69.4
Not in labor force	30.8	30.4	0.4	53.6	52.5	1.1	90.0	15.6	74.4

[1] Center-based programs include nursery, prekindergarten, and Head Start programs.

[2] The poverty measure presented in this analysis was developed by combining information about household composition and household income. See the supplemental note to this indicator for further discussion.

NOTE: Included in the total but not shown separately are children from other racial/ethnic groups and types of family structures. This analysis includes children aged 3–5 who were not enrolled in first grade. Age is as of December 31, 1994.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1995 (Early Childhood Program Participation File).

Table 1-2 Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs[1] and kindergarten, by selected student characteristics: 1993

	3-year-olds			4-year-olds			5-year-olds		
Student characteristics	Total	Center-based programs	Kindergarten	Total	Center-based programs	Kindergarten	Total	Center-based programs	Kindergarten
Total	**34.1**	**33.8**	**0.3**	**55.3**	**52.8**	**2.5**	**90.0**	**15.8**	**74.1**
Sex									
Male	32.3	32.0	0.3	53.6	52.1	1.5	89.9	17.4	72.5
Female	36.0	35.6	0.4	57.1	53.6	3.5	90.0	14.1	75.9
Race/ethnicity									
White	33.7	33.7	0.0	53.7	51.7	2.0	88.9	18.0	70.9
Black	41.9	39.6	2.3	62.9	58.5	4.5	93.2	12.4	80.8
Hispanic	27.2	27.2	0.0	48.9	46.8	2.1	91.4	12.0	79.4
Household income									
$10,000 or less	32.7	31.9	0.8	52.6	49.6	3.0	89.2	12.8	76.5
10,001-20,000	21.6	20.7	1.0	47.2	45.2	2.0	90.4	11.4	79.0
20,001-35,000	22.2	22.2	0.0	47.8	46.1	1.7	86.8	17.3	69.5
35,001-50,000	37.9	37.9	0.0	57.2	54.8	2.4	90.6	16.4	74.2
50,001 or more	58.7	58.6	0.1	73.2	70.0	3.2	93.7	20.4	73.3
Parents' highest education level									
Less than high school diploma	17.1	17.1	0.0	42.8	40.2	2.6	79.9	14.7	65.2
High school diploma or GED	23.0	22.1	0.9	43.2	41.6	1.7	89.0	14.7	74.4
Some college/vocational/technical	35.9	35.9	0.1	61.1	58.2	2.9	91.1	12.5	78.6
Bachelor's degree	41.1	41.1	0.0	64.1	60.9	3.1	92.5	19.4	73.1
Graduate/professional school	61.9	61.9	0.0	73.3	70.6	2.7	94.3	24.8	69.5
Family structure									
Two biological or adoptive parents	34.4	34.4	[3]0.0	55.1	52.8	2.3	89.1	16.4	72.7
One biological or adoptive parent	33.8	33.0	0.8	57.2	53.9	3.3	92.1	13.6	78.6
One biological and one step parent	32.7	32.7	0.0	49.5	48.6	0.9	87.3	13.5	73.8
Other relatives	34.8	28.7	6.1	52.2	51.1	1.1	92.6	27.4	65.2
Mother's first language									
English	35.1	34.7	0.4	55.5	53.2	2.3	89.9	16.5	73.5
Spanish	22.9	22.9	0.0	49.0	45.9	3.1	90.4	13.7	76.8
Other	35.8	35.8	0.0	66.8	63.7	3.1	89.4	2.4	86.9
Poverty status[2]									
Poor	28.8	27.6	1.3	49.4	46.9	2.5	88.3	11.9	76.5
Non-poor	35.6	35.5	0.1	57.3	54.9	2.4	90.6	17.3	73.3
Mother's employment status									
35 hours or more per week	39.2	38.2	0.9	58.3	55.8	2.5	93.6	16.0	77.6
Less than 35 hours per week	37.7	37.7	0.0	62.4	60.6	1.8	88.3	16.3	72.0
Looking for work	28.8	28.8	0.0	56.0	50.5	5.4	85.9	15.0	70.9
Not in labor force	29.3	29.2	0.1	49.7	47.6	2.1	88.0	15.3	72.7

[1] Center-based programs include nursery, prekindergarten, and Head Start programs.

[2] The poverty measure presented in this analysis was developed by combining information about household composition and household income. See the supplemental note to this indicator for further discussion.

[3] Percentages less than 0.05 are rounded to 0.0.

NOTE: Included in the total but not shown separately are children from other racial/ethnic groups and types of family structures. This analysis includes children aged 3-5 who were not enrolled in first grade. Age is as of December 31, 1992.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1993 (School Readiness File).

Table 1-3 Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs* and kindergarten, by selected student characteristics: 1991

	3-year-olds			4-year-olds			5-year-olds		
Student characteristics	Total	Center-based programs	Kinder-garten	Total	Center-based programs	Kinder-garten	Total	Center-based programs	Kinder-garten
Total	**31.4**	**31.0**	**0.4**	**52.7**	**49.3**	**3.4**	**86.4**	**14.8**	**71.6**
Sex									
Male	31.5	30.9	0.6	52.8	49.2	3.6	85.6	16.1	69.5
Female	31.4	31.1	0.3	52.5	49.4	3.1	87.3	13.6	73.8
Race/ethnicity									
White	33.4	32.9	0.5	52.4	49.4	3.0	85.7	15.4	70.3
Black	31.6	31.3	0.3	57.4	50.8	6.6	92.3	16.7	75.6
Hispanic	19.8	19.7	0.1	47.5	45.0	2.5	85.3	11.3	74.0
Household income									
$10,000 or less	25.4	25.4	0.0	43.3	40.0	3.2	86.1	18.2	67.9
10,001-20,000	23.2	22.5	0.7	45.0	42.1	2.9	84.6	13.0	71.6
20,001-30,000	21.3	20.9	0.3	48.0	43.2	4.8	85.1	13.1	71.9
30,001-50,000	33.4	32.9	0.5	52.3	49.1	3.3	87.3	15.1	72.2
50,001 or more	52.9	52.3	0.6	74.8	72.0	2.8	89.0	14.8	74.2
Parents' highest education level									
Less than high school diploma	17.3	17.0	0.3	33.1	29.6	3.5	85.5	8.9	76.5
High school diploma or GED	23.0	22.3	0.8	40.8	37.9	2.9	84.8	15.0	69.8
Some college/vocational/technical	31.0	30.9	0.1	56.3	52.6	3.7	87.7	15.4	72.4
Bachelor's degree	41.5	41.3	0.3	67.2	63.2	4.0	88.1	17.0	71.1
Graduate/professional school	53.0	52.5	0.4	72.0	70.0	2.0	87.0	17.4	69.6
Mother's first language									
English	32.3	32.0	0.3	53.2	50.0	3.2	86.5	15.7	70.7
Spanish	18.9	18.9	0.0	45.0	42.8	2.2	88.6	8.7	79.9
Other	37.1	36.0	1.1	50.0	45.2	4.8	84.1	11.5	72.7
Mother's employment status									
35 hours or more per week	30.8	30.6	0.3	53.4	49.5	3.9	87.7	14.0	73.7
Less than 35 hours per week	38.3	37.8	0.4	57.3	55.1	2.3	88.9	17.1	71.8
Looking for work	26.0	26.0	0.0	46.4	42.3	4.1	79.5	9.5	70.0
Not in labor force	29.1	28.8	0.3	49.1	46.3	2.8	85.2	15.7	69.6

* Center-based programs include nursery, prekindergarten, and Head Start programs.

NOTE: Included in the total but not shown separately are children from other racial/ethnic groups and types of family structures. This analysis includes children aged 3-5 who were not enrolled in first grade. Age is as of December 31, 1990.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File).

Note to Indicator 1: Preprimary enrollment rates

Age of the child

For this analysis, the age of the child was calculated as of December 31, 1990 for 1991 data; as of December 31, 1992 for 1993 data; and as of December 31, 1994 for 1995 data.

Enrollment rates

The numerator used to calculate the enrollment rates for this analysis was the number of 3-, 4-, and 5-year-olds who were enrolled in center-based programs or kindergarten as of December 31, 1990, 1992, and 1994. The denominator used was the total number of children aged 3, 4, and 5 as of December 31, 1990, 1992, and 1994. Children who were enrolled in first grade or higher or who were in the "ungraded" category were excluded from this analysis.

Race/ethnicity

A child's race/ethnicity was determined by the composite of the National Household Education Survey (NHES) variables "race" and "Hispanic." If the child's ethnicity was Hispanic, he or she was classified as Hispanic, regardless of whether his or her race was classified as white, black, or other. Children of "other" race/ethnicities were included in the totals but were not shown separately in this analysis.

Parents' highest education level

"Parents' highest education level" is defined as the highest level of education of the child's parents or nonparent guardians who resided in the household. It was based on the highest education level of the mother or female guardian and the highest education level of the father or male guardian. If only one parent resided in the household, that parent's highest education level was used.

Poverty measure

The poverty measure used in this analysis was developed by combining information about household composition and household income. Household composition is the count of family members based on the relationship among the household members. The number of family members is the number of persons in the immediate family of the child (e.g., parents, siblings, and the child him/herself). If the child had no parents in the household, the total number of household members was used.

Household income was also used as part of the poverty measure. NHES collects data on household income in increments. Information on the actual household income, which was available for about 7 percent of the population, was also used. Because exact household income was not available in most cases, the measure is an approximation. Households were categorized as "poor" if they met one of the following conditions:

- two family members and the household income was $5,000 or less;
- two family members and the actual household income was less than $10,000;
- three family members and the household income was $10,000 or less;
- three family members and the actual household income was less than $12,000;
- four or five family members and the household income was $15,000 or less;
- five family members and the actual household income was less than $18,000;
- six or seven family members and the household income was $20,000 or less;
- seven family members and the actual household income was less than $23,000;
- eight family members and the household income was $25,000 or less; or
- nine or more family members and the household income was $30,000 or less.

This information was available in 1993 and 1995 only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File), 1993 (School Readiness File), and 1995 (Early Childhood Program Participation File).

Table 2-1 Percentage of children aged 3–5 who participated in various literacy activities with a parent or family member, by selected characteristics: 1991 and 1995

Selected characteristics	Read to three or more times in the past week		Told a story at least once in the past week		Visited a library in the past month	
	1991	1995	1991	1995	1991	1995
Total	**71.4**	**83.1**	**72.0**	**81.4**	**36.6**	**41.2**
Child's age[1]						
Age 3	72.7	83.1	74.3	81.5	31.2	34.9
Age 4	71.9	84.4	72.3	81.5	37.4	42.2
Age 5	69.6	81.7	69.5	81.0	41.3	46.6
School enrollment status and level						
Not enrolled	68.8	81.5	72.3	80.3	30.5	32.0
Center-based programs[2]	75.2	85.8	74.1	82.7	41.0	46.3
Kindergarten	71.1	81.3	68.8	81.0	41.7	47.3
Race/ethnicity						
White	77.7	89.0	73.8	83.9	40.7	45.1
Black	59.0	73.7	66.0	74.4	27.8	34.1
Hispanic	53.0	61.5	68.4	75.1	24.5	28.0
Urbanicity						
Urbanized area	(3)	81.5	(3)	80.4	(3)	42.0
Not an urbanized area	(3)	85.0	(3)	83.0	(3)	43.5
Rural	(3)	86.4	(3)	83.1	(3)	37.9
Household income						
$10,000 or less	(3)	73.8	(3)	76.2	(3)	28.4
10,001-20,000	(3)	76.0	(3)	78.0	(3)	30.8
20,001-30,000	(3)	82.3	(3)	82.1	(3)	40.7
30,001-40,000	(3)	84.1	(3)	78.8	(3)	43.5
40,001-50,000	(3)	86.6	(3)	85.3	(3)	42.6
50,001 or more	(3)	92.1	(3)	86.1	(3)	54.2
Parents' highest education level						
Less than high school diploma	53.8	64.4	67.4	71.9	18.3	18.3
High school diploma or GED	63.5	77.9	68.2	77.6	26.0	31.5
Some college/vocational/technical	74.0	85.3	74.2	82.9	38.5	40.9
Bachelor's degree	82.1	89.7	74.7	85.0	52.0	53.5
Graduate/professional school	88.3	94.0	78.4	88.2	59.1	62.8
Family structure						
Two biological or adoptive parents	—	85.6	—	82.8	—	45.9
One biological or adoptive parent	—	77.8	—	78.6	—	32.4
One biological and one step parent	—	75.1	—	79.1	—	32.2
Other relatives	—	85.5	—	79.1	—	15.8

— Not available.

[1] Age as of December 31, 1990 for 1991 data, and as of December 31, 1994 for 1995 data.

[2] Center-based programs include nursery, prekindergarten, and Head Start programs.

[3] Urbanicity and family income data for 1991 were not comparable to data for 1995.

NOTE: This analysis includes children aged 3–5 who were not enrolled in first grade. Included in the total but not shown separately are children from other racial/ethnic groups.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File) and 1995 (Early Childhood Program Participation File).

Table 3-1 Percentage of first- and second-graders aged 6–8 whose parents reported they had behavioral and/or academic problems in school, by selected characteristics: 1991 and 1995

Selected characteristics	Behavioral problems[1] 1991	Behavioral problems[1] 1995	Problems with school work[1] 1991	Problems with school work[1] 1995	Academically below the middle of the class[2] 1991	Academically below the middle of the class[2] 1995
Total	**23.1**	**18.6**	**24.3**	**20.3**	**(4)**	**6.4**
Student's age[3]						
Age 6	23.3	19.0	24.0	18.8	(4)	5.9
Age 7	21.8	18.6	23.8	19.6	(4)	5.1
Age 8	26.0	17.7	26.4	25.7	(4)	11.4
Grade level						
First grade	23.7	19.1	23.0	18.9	(4)	5.6
Second grade	22.4	18.2	25.8	21.7	(4)	7.2
Race/ethnicity						
White	19.2	16.3	20.8	18.5	(4)	5.5
Black	35.1	31.6	31.4	29.2	(4)	10.6
Hispanic	29.5	18.4	34.8	21.3	(4)	6.6
Urbanicity						
Urbanized area	(4)	19.2	(4)	19.9	(4)	6.0
Not an urbanized area	(4)	17.3	(4)	18.0	(4)	7.4
Rural	(4)	17.9	(4)	22.0	(4)	6.8
Household income						
$10,000 or less	(4)	24.1	(4)	30.5	(4)	11.0
10,001-20,000	(4)	24.3	(4)	26.2	(4)	9.8
20,001-30,000	(4)	18.8	(4)	20.0	(4)	6.6
30,001-40,000	(4)	16.5	(4)	14.4	(4)	4.3
40,001-50,000	(4)	16.5	(4)	18.0	(4)	3.9
50,001 or more	(4)	14.3	(4)	14.9	(4)	3.7
Parents' highest education level						
Less than high school diploma	32.9	22.9	37.8	35.2	(4)	12.4
High school diploma or GED	24.7	23.3	25.7	21.3	(4)	6.9
Some college/vocational/technical	21.0	19.6	24.3	21.4	(4)	7.0
Bachelor's degree	17.6	10.5	18.6	14.8	(4)	4.0
Graduate/professional school	19.4	12.9	16.1	11.7	(4)	2.4
Family structure						
Two biological or adoptive parents	—	13.0	—	15.9	—	4.4
One biological or adoptive parent	—	25.8	—	26.9	—	9.8
One biological and one step parent	—	33.0	—	25.5	—	9.1
Other relatives	—	34.9	—	37.8	—	12.1

— Not available.

[1] "Behavioral problems" and "problems with school work" represent students whose parents reported they had been contacted by the school about these types of problems.

[2] In 1995, parents were asked to rate how well their child was doing compared to other children in the class using the following scale: "near the top of the class," "above the middle of the class," "around the middle," "below the middle," or "near the bottom." Students whose parents answered "below the middle" or "near the bottom" were categorized as "academically below the middle of the class."

[3] Age was as of December 31, 1990 for 1991 data, and as of December 31, 1994 for 1995 data.

[4] Urbanicity, family income, and academic standing for 1991 were not comparable to data for 1995.

NOTE: Included in the total but not shown separately are children from other racial/ethnic groups.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File) and 1995 (Early Childhood Program Participation File).

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Table 4-1 Percentage of all 16- to 24-year-olds and those who dropped out of school, by English language usage and proficiency, and disability status: October 1992 and 1995

English language usage and proficiency, and disability status	16- to 24-year-olds		16- to 24-year-old dropouts[1]	
	1992	1995	1992	1995
Total 16- to 24-year-olds	**100.0**	**100.0**	**11.0**	**12.0**
Spoke English at home	85.7	85.1	8.8	9.6
Spoke a language other than English at home	14.3	14.9	21.5	24.2
Spanish	9.4	10.9	29.0	29.6
Other European	1.6	1.4	8.8	8.0
Asian	2.0	1.2	6.5	4.2
Other	1.2	1.5	4.3	7.9
16- to 24-year-olds who spoke a language other than English at home and:				
Had difficulty speaking English[2]	5.1	5.3	39.7	44.3
Did not have difficulty speaking English[2]	9.2	9.6	11.2	12.0
Had taken an ESL course	—	3.8	—	22.6
Had not taken an ESL course	—	1.5	—	24.8
Disability status				
No disabling condition	91.9	93.1	10.2	11.8
Had a disabling condition[3]	8.1	6.9	15.7	14.6
Blindness	0.7	0.1	16.2	16.9
Deafness	0.8	0.2	10.3	15.6
Other hearing impairment	1.1	0.5	13.5	(4)
Emotional disturbance	1.3	0.5	19.9	23.6
Learning disability	3.7	2.2	18.7	17.6
Orthopedic impairment	1.4	0.6	12.3	14.2
Mental retardation	1.2	0.5	22.4	31.1
Speech impediment	1.6	0.4	13.2	15.8

— Not available.

[1] Dropouts are those aged 16–24 who had not completed high school and who were not enrolled in school.

[2] Respondents were asked to rate the child's ability to speak English using the following scale: "not at all," "not well," "well," or "very well." If respondents answered "very well," children were categorized as not having difficulty speaking English; all others were categorized as having difficulty speaking English.

[3] Included in the totals are other disabling conditions not presented in the table. Some 16- to 24-year-olds with a disabling condition may be included in more than one disability category.

[4] Too few sample observations for a reliable estimate.

NOTE: For many key items in the October CPS, the Bureau of the Census imputes data for cases with missing data due to item non-response. However, for some of the items that were used in this indicator and in *Dropout Rates in the United States, 1995* item non-response was not imputed by the Bureau of the Census. Using a sequential hot deck procedure, the authors of the *Dropout Rates* report produced special imputations for nine items from the October 1995 CPS used in their report. To avoid inconsistency between this indicator and the *Dropout Rates* report, six of these items were also used for the statistics in this table and in table 4-2. Special imputations were not available for the October 1992 CPS at the time this table was prepared. However, different treatment of missing data due to item non-response in the two years is likely to have only small effects on the calculated statistics. For example, the dropout rate in 1995 for 16- to 24-year-olds who had repeated a grade was 24.4 when missing data on grade repetition and completing high school with a GED was imputed and 24.1 when these items were imputed. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1992 and 1995.

Table 4-2 Percentage of all 16- to 24-year-olds who dropped out of school, by retention status, English language usage and proficiency, and disability status: October 1992 and 1995

English language usage and proficiency, and disability status	1992 Total	1992 Had repeated at least one grade	1992 Never repeated a grade	1995 Total	1995 Had repeated at least one grade	1995 Never repeated a grade
Total 16- to 24-year-olds	**11.0**	**19.8**	**9.4**	**12.0**	**24.1**	**10.1**
Spoke English at home	8.8	19.5	7.1	9.6	24.3	7.3
Spoke a language other than English at home	21.5	22.3	21.3	24.2	23.2	24.4
Disability status						
No disabling condition	10.2	19.6	9.1	11.8	24.4	10.1
Had a disabling condition*	15.7	21.0	13.3	14.6	22.6	11.2
Learning disability	18.7	20.2	18.0	17.6	18.6	16.6

* Included in the totals are other disabling conditions not presented in the table.

NOTE: For many key items in the October CPS, the Bureau of the Census imputes data for cases with missing data due to item non-response. However, for some of the items that were used in this indicator and in *Dropout Rates in the United States, 1995* item non-response was not imputed by the Bureau of the Census. Using a sequential hot deck procedure, the authors of the *Dropout Rates* report produced special imputations for nine items from the October 1995 CPS used in their report. To avoid inconsistency between this indicator and the *Dropout Rates* report, six of these items were also used for the statistics in this table and in table 4-1. Special imputations were not available for the October 1992 CPS at the time this table was prepared. However, different treatment of missing data due to item non-response in the two years is likely to have only small effects on the calculated statistics. For example, the dropout rate in 1995 for 16- to 24-year-olds who had repeated a grade was 24.4 when missing data on grade repetition and completing high school with a GED was imputed and 24.1 when these items were imputed.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1992 and 1995.

Table 4-3 Percentage of all children aged 5–17 and those who repeated at least one grade, by type of disability: October 1992 and October 1995

Type of disability	All children 1992	All children 1995	Repeated at least one grade 1992	Repeated at least one grade 1995
Total 5- to 17-year-olds	**100.0**	**100.0**	**10.3**	**9.9**
Disability status				
No disabling condition	90.1	91.8	8.1	8.5
Had a disabling condition*	9.9	8.2	29.4	24.6
Blindness	0.3	0.1	17.1	—
Deafness	0.4	0.2	19.6	28.1
Other hearing impairment	1.2	0.5	22.9	17.9
Emotional disturbance	0.9	0.6	35.6	38.2
Learning disability	4.3	3.1	40.4	34.5
Orthopedic impairment	1.0	0.4	16.4	19.2
Mental retardation	0.7	0.4	21.2	25.0
Speech impediment	2.5	1.3	24.0	22.2

— Too few sample observations for a reliable estimate.

* Included in the totals are other disabling conditions not presented in the table. Children aged 5–17 with a disabling condition may be included in more than one disability category.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1992 and 1995.

Note to Indicator 4: Estimates of non-English language usage and English language proficiency

Questions on language usage and proficiency were asked of the household respondent (usually the household head or the spouse of the household head) about all household members 5 years old and over. For each of these individuals the questions consisted of the following: "Does this person speak a language other than English at home?" If yes, then "What language does this person speak?" and "How well does this person speak English? Very well, Well, Not well, or Not at all." In 1995, the question "Has this person ever taken a course to learn how to read or write English as a second language?" was added.

Researchers and policymakers recognized that the question on English ability is an extremely subjective one: It is not possible to apply an objective standard to a person's report on his or her own English ability, or even worse, that person's report on the English language ability of other household members, to determine whether that person is really limited in his or her English ability. Thus, as a means of validating the English ability question, the English Language Proficiency Survey (ELPS) was sponsored by the Department of Education and carried out by the Census Bureau in 1982. The results of that survey, which included a lengthier set of questions about language and tests of English ability geared to age, revealed a strong correlation between responses on the English ability question and the test scores.* Using a set pass/fail score, persons who had reported English speaking ability of "Very well" passed at a rate similar to English-only persons (who were used as a control group). Persons who reported less than "Very well," (e.g., "Well," "Not well," or "Not at all") had significantly higher rates of failure. These results indicated that, although it would not be advisable to use a person's response to the English language ability question as a diagnostic tool for determining that person's own need for language services, it was appropriate to use the results as an aggregate measure for the population as a whole. Thus the number of persons who reported speaking English less than "Very well" may be considered one measure of the number of limited-English-proficient persons in the country.

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* Kominski, Robert. "How Good Is 'How Well?' An Examination of the Census English-speaking Ability Question." 1989.

Table 5-1 Percentage of students who reported using a computer at school or home, by grade and family income: October 1984, 1989, and 1993

Current education level and family income*	1984 Used a computer at school	1984 Used a computer at home	1984 Used a computer at home or school	1989 Used a computer at school	1989 Used a computer at home	1989 Used a computer at home or school	1993 Used a computer at school	1993 Used a computer at home	1993 Used a computer at home or school
Grades 1–6									
Total	**31.3**	**12.1**	**37.2**	**54.1**	**16.6**	**58.8**	**69.7**	**24.1**	**74.0**
Low income	19.1	2.5	20.6	40.9	3.3	42.0	59.8	4.0	60.5
Middle income	30.2	10.0	35.4	54.0	13.5	58.1	69.1	18.8	72.6
High income	43.4	25.0	54.5	64.4	34.6	73.0	78.4	51.4	87.3
Grades 7–12									
Total	**30.7**	**14.3**	**38.5**	**47.0**	**23.0**	**57.0**	**61.2**	**29.7**	**70.4**
Low income	21.8	3.6	24.3	42.3	6.6	44.9	53.3	6.1	54.8
Middle income	30.2	10.8	35.7	46.3	18.4	54.3	61.2	23.7	68.4
High income	35.8	26.1	50.4	50.9	41.3	68.9	65.5	55.3	83.0

* Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 5-2 Percentage of students who reported using a computer, by grade and location of use: Selected years 1984–94

	At home			At school*			At the library		
Year	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
1984	44.8	36.6	30.3	38.8	33.3	45.0	25.2	20.5	22.2
1988	45.5	46.2	39.7	70.2	58.2	55.3	27.6	39.8	37.4
1990	43.3	41.2	42.8	81.1	59.5	55.1	34.5	35.1	46.2
1992	43.0	44.0	50.7	83.5	62.4	72.8	45.6	47.3	62.1
1994	50.0	50.1	51.0	86.0	72.3	73.9	48.1	56.8	61.3

* Based on the percentage of students who reported ever using a computer in school.

NOTE: Data in this table may appear inconsistent with data in table 5-1 due to a difference in respondents for the two sources. See the supplemental note to this indicator for further explanation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Writing, 1984 to 1994*, 1996.

Table 5-3 **Percentage of students who had access to a computer and those who studied mathematics through computer instruction, by age: Selected years 1978–94**

Access to a computer and reason for use	Age 13						Age 17					
	1978	1982	1986	1990	1992	1994	1978	1982	1986	1990	1992	1994
Have access to a computer in school	12.2	22.8	46.9	44.1	49.1	47.5	24.4	49.6	57.1	54.5	57.7	51.9
Study mathematics through computer instruction	14.4	23.5	38.9	45.4	53.3	50.3	12.3	18.9	22.2	35.0	35.2	34.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Mathematics, 1978 to 1994*, 1996.

Table 5-4 **Percentage of students who reported ever using a computer, or whose family owns a computer, by age: Selected years 1986–94**

Year	Ever used a computer		Family owns a computer	
	Age 9	Age 13	Age 9	Age 13
1986	75.3	89.3	27.8	31.1
1990	79.3	93.3	31.1	37.3
1992	81.8	95.3	33.5	42.2
1994	81.9	94.6	40.6	48.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Science, 1986 to 1994*, 1996.

Note to Indicator 5: Comparability of sources for student computer use

Two primary data sources were used for the analysis in *Indicator 5*. Each surveyed different populations for different reasons. The full citations for these data sources are as follows:

- U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Writing, 1984 to 1994, Mathematics, 1978 to 1994, Science, 1986 to 1994*, 1996.
- U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1984, 1989, and 1993.

The National Assessment of Educational Progress (NAEP) Almanac data come from a survey administered to 9-, 13-, and 17-year-olds every 2 years. The questions on computer use are background questions administered to the students along with an assessment of their skills in mathematics, science, reading, and writing. The background questionnaire asks, among other things, how much time students spend on computers and for what activities they use a computer.

The October Current Population Surveys (CPS) are administered to households each year. The computer component of these surveys is included every few years, and has questions concerning the access students in the household have to computers at school and at home. These data can be broken out by race/ethnicity and family income level to provide descriptive information on who has access to computers and where they are using them.

Because one survey is directed toward students and the other toward the heads of households, the results from the two sources are not comparable. In fact, the difference in the respondents for these two surveys may account for the inconsistencies between supplemental tables 5-1 and 5-2, including the fact that household respondents reported students using computers at home less often than students themselves reported using computers at home.

Table 6-1 Percentage of school library media centers that offered selected services and equipment, and library media center expenditures, by control and level of school: School year 1993–94

	Public			Private		
Selected services and equipment	Total	Elementary	Secondary	Total	Elementary	Secondary
Percentage of schools' library media centers offering the following equipment:						
Telephone	61.2	55.8	74.7	40.8	30.7	52.8
Fax machine	7.8	4.7	15.1	5.1	3.1	7.9
Computer with modem	34.3	28.3	48.2	19.5	12.2	30.2
Automated catalog	24.0	20.3	32.8	9.7	5.5	15.8
Automated circulation system	37.9	34.1	47.7	9.5	5.4	16.0
Database searching with CD-ROM	31.2	23.9	48.1	13.9	6.3	25.7
On-line database searching	9.4	5.4	18.9	5.5	0.7	12.2
Compact disc for periodical indices, etc.	46.7	39.6	63.5	19.6	12.3	33.5
Video laser disc	31.9	30.3	36.1	6.3	4.8	9.9
Connection to Internet	12.0	9.5	17.5	5.3	2.8	9.2
Cable television	76.2	75.0	80.6	39.9	42.6	43.1
Broadcast television	48.6	48.0	49.9	39.9	42.9	39.7
Closed circuit television	25.5	22.0	34.0	8.8	5.7	19.2
Satellite dish	22.9	14.4	41.1	8.7	5.6	15.6
Total students using library per 100 students each week[1]	83	89	69	77	85	65
Books checked out per 100 students each week[1]	128	150	67	116	146	47
Percentage of schools offering the following services:						
Microcomputers	90.1	88.5	94.0	75.8	72.8	80.6
Long distance learning	19.0	15.9	24.8	8.8	8.3	8.2
Average number of items held per 100 students at the end of the 1992-93 school year:						
Books (number of volumes)	2,585	2,467	2,891	3,716	3,455	5,383
Current serial subscriptions (print and microfilm)	9	7	14	8	7	16
Video materials (tape and disc)	38	35	46	47	44	50
Other audio-visual materials	116	114	117	76	74	120
Microcomputer software	18	20	12	26	28	11
CD-ROM titles	1	1	2	1	[2]0	2
Expenditures[3] per student for the 1992-93 school year on the following:						
Books	$8.52	$7.80	$10.06	$7.86	$6.94	$12.86
Current serial subscriptions (print and microfilm)	2.18	1.49	4.15	1.57	0.95	4.83
Video materials (tape and disc)	1.24	1.04	1.77	1.07	0.87	1.49
Other audio-visual materials	0.82	0.77	0.87	0.55	0.55	0.72
Microcomputer software	1.09	0.89	1.48	1.41	1.25	1.86
CD-ROM titles	0.63	0.38	1.24	0.69	0.59	1.69

[1] During the most recent full week of school.

[2] Data less than 0.5 are rounded to 0.

[3] Locally budgeted expenditures exclude federal gifts and grants.

NOTE: Percentages are based on schools that have library media centers. In school year 1990-91, 96 percent of public and 87 percent of private schools had library media centers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (Library Media Center Questionnaire), 1993-94.

Table 6-2 Percentage of public school library media centers that offered selected services and equipment, and library media center expenditures, by selected school characteristics: School year 1993–94

	Percentage of minority enrollment		Percentage of students eligible for free or reduced-price lunch			
Selected services and equipment	Less than 20 percent	20 percent or more	0–5	6–20	21–40	41 or more
Percentage of schools' library media centers offering the following equipment:						
Telephone	61.8	60.0	75.6	71.0	63.6	50.5
Fax machine	9.3	5.7	12.3	10.1	7.2	5.6
Computer with modem	36.8	31.2	51.2	40.0	35.1	27.3
Automated catalog	25.0	21.5	27.5	28.4	26.7	18.1
Automated circulation system	38.2	36.8	42.4	46.2	40.4	30.2
Database searching with CD-ROM	34.2	27.3	43.4	38.8	34.3	21.8
On-line database searching	10.9	7.6	20.7	13.3	8.3	5.9
Compact disc for periodical indices, etc.	51.7	40.0	67.4	54.8	48.3	36.9
Video laser disc	31.5	31.3	39.2	39.0	31.0	25.8
Connection to Internet	12.9	11.2	21.9	16.0	11.2	9.0
Cable television	78.6	72.3	80.7	79.4	77.5	73.5
Broadcast television	46.1	52.2	47.6	45.1	48.5	51.2
Closed circuit television	22.7	28.7	27.2	24.5	27.0	24.8
Satellite dish	24.9	21.7	21.6	23.0	24.7	23.8
Total students using library per 100 students each week[1]	86	80	84	83	84	83
Books checked out per 100 students each week[1]	138	115	108	123	128	136
Percentage of schools offering the following services:						
Microcomputers	91.5	88.5	95.9	93.9	89.3	88.0
Long distance learning	18.0	20.4	14.8	19.0	17.2	21.3
Average number of items held per 100 students at the end of the 1992-93 school year:						
Books (number of volumes)	2,994	2,053	2,268	2,327	2,415	2,794
Current serial subscriptions (print and microfilm)	11	7	6	8	9	9
Video materials (tape and disc)	45	30	43	39	37	39
Other audio-visual materials	125	105	100	114	109	125
Microcomputer software	22	14	11	21	15	18
CD-ROM titles	1	1	1	1	1	1
Expenditures[2] per student for the 1992-93 school year on the following:						
Books	$9.32	$7.46	$9.32	$7.94	$8.20	$8.67
Current serial subscriptions (print and microfilm)	2.74	1.46	2.22	2.33	2.09	2.11
Video materials (tape and disc)	1.38	1.05	1.46	1.21	1.12	1.30
Other audio-visual materials	0.86	0.77	1.04	0.71	0.71	0.78
Microcomputer software	1.28	0.85	0.78	1.09	1.47	0.87
CD-ROM titles	0.73	0.51	0.82	0.60	0.67	0.50

[1] During the most recent full week of school.

[2] Locally budgeted expenditures exclude federal gifts and grants.

NOTE: Percentages are based on schools that have library media centers. In school year 1990-91, 96 percent of public schools had library media centers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (Library Media Center Questionnaire), 1993-94.

Table 6-3 Percentage of public school library media centers that offered selected services and equipment, and library media center expenditures, by school size: School year 1993–94

Selected services and equipment	School size Less than 150	150-499	500-749	750 or more
Percentage of schools' library media centers offering the following equipment:				
Telephone	41.0	52.6	67.7	83.1
Fax machine	9.1	5.6	8.3	11.9
Computer with modem	29.5	28.9	37.0	46.9
Automated catalog	16.3	18.8	26.2	34.8
Automated circulation system	17.6	30.5	41.8	59.7
Database searching with CD-ROM	26.8	26.5	30.6	46.9
On-line database searching	8.4	6.7	9.9	16.6
Compact disc for periodical indices, etc.	34.0	41.9	47.9	63.4
Video laser disc	19.4	25.4	37.7	43.6
Connection to Internet	7.2	10.5	13.5	17.0
Cable television	60.3	77.7	75.9	78.7
Broadcast television	43.7	45.3	51.7	55.8
Closed circuit television	9.5	20.3	27.4	43.1
Satellite dish	26.5	20.9	21.2	32.3
Total students using library per 100 students each week[1]	91	88	84	66
Books checked out per 100 students each week[1]	220	143	116	61
Percentage of schools offering the following services:				
Microcomputers	82.2	90.2	89.9	94.5
Long distance learning	22.5	18.8	16.7	21.6
Average number of items held per 100 students at the end of the 1992-93 school year:				
Books (number of volumes)	7,115	2,736	1,641	1,348
Current serial subscriptions (print and microfilm)	35	8	5	4
Video materials (tape and disc)	105	39	26	22
Other audio-visual materials	227	122	97	74
Microcomputer software	54	20	10	8
CD-ROM titles	4	1	1	1
Expenditures[2] per student for the 1992-93 school year on the following:				
Books	$21.80	$8.57	$6.43	$4.88
Current serial subscriptions (print and microfilm)	7.54	1.99	1.26	1.41
Video materials (tape and disc)	3.68	1.10	0.97	0.78
Other audio-visual materials	1.89	0.81	0.68	0.48
Microcomputer software	4.04	0.97	0.75	0.45
CD-ROM titles	2.05	0.52	0.50	0.43

[1] During the most recent full week of school.

[2] Locally budgeted expenditures exclude federal gifts and grants.

NOTE: Percentages are based on schools that have library media centers. In school year 1990-91, 96 percent of public schools had library media centers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (Library Media Center Questionnaire), 1993-94.

Table 6-4 Percentage of public school library media centers that offered selected services and equipment, by state: School year 1993–94

State	Computer with modem	Automated catalog	Database searching with CD-ROM	On-line database searching	Compact disc for periodical indices, etc.	Connection to the Internet
Total	**34.3**	**24.0**	**31.2**	**9.4**	**46.7**	**12.0**
Alabama	33.0	37.6	29.3	5.7	44.1	3.2
Alaska	34.7	34.3	39.7	6.8	44.6	15.1
Arizona	28.1	38.3	28.0	5.6	43.0	6.0
Arkansas	19.0	18.7	20.5	5.6	29.7	8.5
California	19.9	14.0	23.4	3.1	38.0	6.2
Colorado	47.0	43.6	43.3	30.7	60.7	16.3
Connecticut	43.8	12.8	45.4	17.9	54.4	6.5
Delaware	41.8	22.5	34.7	14.4	48.2	5.7
District of Columbia	23.5	4.4	25.4	10.4	31.2	1.7
Florida	45.3	29.8	39.9	11.8	71.0	21.1
Georgia	29.8	48.2	34.5	13.6	46.6	10.8
Hawaii	75.3	27.1	47.7	24.3	64.8	29.4
Idaho	29.9	15.4	21.6	6.2	32.1	8.6
Illinois	32.2	17.7	23.0	7.9	36.6	7.1
Indiana	29.9	31.0	32.0	2.4	66.1	5.5
Iowa	38.8	17.4	44.2	14.6	71.2	8.6
Kansas	24.9	31.5	20.9	9.7	46.6	10.6
Kentucky	30.1	33.1	32.3	4.3	60.3	5.3
Louisiana	24.2	13.9	21.9	2.3	28.1	6.2
Maine	33.3	18.9	25.5	5.4	38.9	5.4
Maryland	41.0	15.4	31.8	22.3	46.2	32.6
Massachusetts	38.2	9.1	45.3	8.9	46.3	24.1
Michigan	42.2	12.1	38.1	10.2	57.9	15.1
Minnesota	35.6	53.4	52.9	13.8	69.0	17.3
Mississippi	9.4	5.2	14.2	3.0	23.2	3.1
Missouri	31.3	39.4	31.4	17.8	46.0	15.7
Montana	50.8	20.6	43.7	17.4	58.2	6.2
Nebraska	31.6	29.0	36.3	12.1	58.8	15.8
Nevada	18.4	48.2	32.2	3.0	37.1	9.4
New Hampshire	43.9	21.4	39.8	8.2	51.2	17.4
New Jersey	39.1	28.5	30.2	7.2	46.2	5.2
New Mexico	32.8	21.9	32.0	3.9	43.1	7.8
New York	39.5	14.3	25.2	12.5	44.8	16.0
North Carolina	40.4	29.4	42.0	10.8	65.0	7.9
North Dakota	65.8	18.0	27.3	39.1	41.1	36.8
Ohio	33.1	12.9	16.9	3.3	31.9	7.1
Oklahoma	20.1	32.7	32.5	6.7	44.1	4.0
Oregon	38.6	39.2	51.5	18.9	49.5	11.7

Table 6-4 Percentage of public school library media centers that offered selected services and equipment, by state: School year 1993–94—Continued

State	Computer with modem	Automated catalog	Database searching with CD-ROM	On-line database searching	Compact disc for periodical indices, etc.	Connection to the Internet
Pennsylvania	33.9	17.3	32.6	2.5	39.2	6.4
Rhode Island	25.0	11.8	13.0	1.0	21.7	18.6
South Carolina	44.0	46.4	39.4	6.9	55.4	13.5
South Dakota	56.2	12.6	37.7	23.1	60.2	9.0
Tennessee	15.1	18.9	16.6	2.5	34.9	3.6
Texas	39.4	20.5	27.2	9.9	33.9	24.7
Utah	22.2	37.4	28.6	5.1	39.1	6.7
Vermont	47.0	27.2	35.3	14.5	51.9	32.2
Virginia	61.7	35.5	38.6	10.6	72.4	31.4
Washington	40.2	35.7	43.1	11.7	53.1	13.0
West Virginia	24.7	16.7	18.0	8.3	31.0	6.4
Wisconsin	34.2	27.2	36.1	14.8	57.1	9.0
Wyoming	39.0	28.0	32.1	8.1	41.7	6.6

NOTE: Percentages are based on schools that have library media centers. In school year 1990–91, 96 percent of public schools had library media centers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (Library Media Center Questionnaire), 1993–94.

Table 7-1 Event dropout rates[1] for those in grades 10–12, aged 15–24, by parents' highest education level:[2] October 1990–95

Parents' highest education level	1990	1991	1992	1993	1994	1995
Total	**4.0**	**4.0**	**4.4**	**4.5**	**5.3**	**5.7**
Less than high school graduate	9.1	7.0	12.5	9.8	10.9	11.8
High school graduate	3.3	4.2	4.8	4.7	6.6	7.4
Some college	2.2	2.6	2.2	3.3	2.7	3.8
Bachelor's degree or higher	0.8	1.1	0.6	1.2	1.1	1.1
Not available[3]	20.1	17.9	22.7	16.8	23.6	22.5

[1] The event dropout rate is the percentage of those in grades 10-12, aged 15-24, who were enrolled the previous October, but who were not enrolled and had not graduated the following October.

[2] Parents' highest education level is defined as either 1) the highest educational attainment of the two parents who reside with the student, or if only one parent is in the residence, the highest educational attainment of that parent; or 2) when neither parent resides with the student (8 percent of 15- to 24-year-olds in grades 10-12 in 1995), the highest educational attainment of the head of the household and his or her spouse.

[3] Parents' highest education level is not available 1) for those who do not live with their parents and who are classified as the head of the household (not including those who live in college dormitories); and 2) for those whose parents' educational attainment was not reported. In 1995, 15 percent of event dropouts aged 15-24 were in this category.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 7-2 Event dropout rates[1] for those in grades 10–12, aged 15–24, by sex, race/ethnicity, and family income: October 1972–95

		Sex		Race/ethnicity[2]			Family income[3]		
October	Total	Male	Female	White	Black	Hispanic	Low	Middle	High
1972	6.1	5.9	6.3	5.3	9.5	11.2	14.1	6.7	2.5
1973	6.3	6.8	5.7	5.5	9.9	10.0	17.3	7.0	1.8
1974	6.7	7.4	6.0	5.8	11.6	9.9	—	—	—
1975	5.8	5.4	6.1	5.0	8.7	10.9	15.7	6.0	2.6
1976	5.9	6.6	5.2	5.6	7.4	7.3	15.4	6.8	2.1
1977	6.5	6.9	6.1	6.1	8.6	7.8	15.5	7.6	2.2
1978	6.7	7.5	5.9	5.8	10.2	12.3	17.4	7.3	3.0
1979	6.7	6.8	6.7	6.0	9.9	9.8	17.1	6.9	3.6
1980	6.1	6.7	5.5	5.2	8.2	11.7	15.8	6.4	2.5
1981	5.9	6.0	5.8	4.8	9.7	10.7	14.4	6.2	2.8
1982	5.5	5.8	5.1	4.7	7.8	9.2	15.2	5.6	1.8
1983	5.2	5.8	4.7	4.4	7.0	10.1	10.4	6.0	2.2
1984	5.1	5.4	4.8	4.4	5.7	11.1	13.9	5.1	1.8
1985	5.2	5.4	5.0	4.3	7.8	9.8	14.2	5.2	2.1
1986	4.7	4.7	4.7	3.7	5.4	11.9	10.9	5.1	1.6
1987	4.1	4.3	3.8	3.5	6.4	5.4	10.3	4.7	1.0
1988	4.8	5.1	4.4	4.2	5.9	10.4	13.7	4.7	1.3
1989	4.5	4.5	4.5	3.5	7.8	7.8	10.0	5.0	1.1
1990	4.0	4.0	3.9	3.3	5.0	7.9	9.5	4.3	1.1
1991	4.0	3.8	4.2	3.2	6.0	7.3	10.6	4.0	1.0
1992	4.4	3.9	4.9	3.7	5.0	8.2	10.9	4.4	1.3
1993	4.5	4.6	4.3	3.9	5.8	6.7	12.3	4.3	1.3
1994[4]	5.3	5.2	5.4	4.2	6.6	10.0	13.0	5.2	2.1
1995[4]	5.7	6.2	5.3	4.5	6.4	12.4	13.3	5.7	2.0

— Not available.

[1] The event dropout rate is the percentage of those in grades 10–12, aged 15–24, who were enrolled the previous October, but who were not enrolled and had not graduated the following October.

[2] Included in the total but not shown separately are dropouts from other racial/ethnic groups.

[3] Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between.

[4] In 1994, new survey collection techniques and population weighting were used. See the supplemental note to this indicator for further discussion.

NOTE: Beginning in 1992, the Current Population Survey (CPS) changed the questions used to obtain the educational attainment of respondents. See the supplemental note to this indicator for further discussion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States, 1995*, table 1 (based on the October Current Population Surveys).

Note to Indicator 7: Recent school dropouts

In this indicator, recent school dropouts are measured by using the event dropout rate. The event dropout rate is the percentage of students enrolled in grades 10–12 in October of a given year who are not enrolled and have not graduated 1 year later.

Calculating the event dropout rate requires estimating 1) the number of students who left high school before graduating (recent dropouts), and 2) the number of students who were enrolled in grades 10, 11, and 12 the previous October. The event dropout rate for 1995 is calculated by using data from the October Current Population Survey (CPS). The numerator is estimated as the number of persons aged 15–24 who were enrolled in grades 10–12 in October 1994, were not enrolled in grades 10–12 in October 1995, and who had not completed 12 years of school. The denominator is estimated as the event dropouts and those aged 15–24 who attended grades 10, 11, and 12 in October 1994 who were still enrolled in October 1995, or who had completed 12 (or more) years of school and who indicated that they had graduated between October 1994 and 1995. Those enrolled in special schools are counted as "not enrolled in regular school" and may be classified as recent dropouts if they had been enrolled in a regular school the previous October.

Change in questions used to report educational attainment

From 1972 to 1991, the CPS defined educational attainment as "years of school completed." Individuals who completed 12 years of school were regarded as high school graduates and those who completed 16 years of school as college graduates. The number of years of school completed was based on responses to two questions: 1) "What is the highest grade . . . ever attended?" and 2) "Did . . . complete it?" For example, an individual who responded that the highest grade he or she ever attended was the first year of college and that he or she did not complete it was regarded as having completed 12 years of school. Beginning in 1992, these two questions were combined into a single question: "What is the highest level of school ... has completed or the highest degree . . . has received?" Previously, the earlier high school levels were listed as single summary categories such as "9th grade, 10th grade, or 11th grade." Then, several new categories were added, including "12th grade, no diploma;" "H.S. graduate —diploma or equivalent;" and "Some college—no degree." Finally, college degrees were listed by type, allowing for a more exact understanding of educational attainment. See the supplemental note to *Indicator 22* for further discussion on the how this change affects the measurement of educational attainment.

Procedural changes

In 1994, the Bureau of the Census introduced several changes to the procedures used in the CPS. These changes may affect the comparability of current statistics to those derived from earlier surveys. In 1994, the sample weights were calculated using information from both the 1980 and the 1990 Decennial Censuses. In earlier surveys, 1990 population figures were based on the 1980 Decennial Census and information collected during the 1980s on births, deaths, and migration. For some groups, the latter produces different population estimates than the former, the sample weights would change, as would the statistics used to calculate them.

Also, the Bureau began using Computer-Aided Personal (and Telephone) Interviews (CAPI and CATI) to administer the survey in 1994. For earlier surveys, interviewers were given printed questionnaires to use. It is well known that the method in which a survey is administered can have effects on its responses. Although substantial testing was done to minimize or predict these effects, all questions were not tested. Therefore, some statistics, such as dropout rates, may be affected by the change in survey procedures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States, 1994.*

Table 8-1 Percentage of high school graduates aged 16–24 who were enrolled in college the October following graduation, by parents' highest education level: 1990–95

Parents' highest education level[1]	1990	1991	1992	1993	1994	1995
Total	**60.1**	**62.5**	**61.9**	**61.5**	**61.9**	**61.9**
Less than high school graduate	33.9	42.6	33.1	47.1	43.0	27.3
High school graduate	49.0	51.0	55.5	52.3	49.9	47.0
Some college	65.6	67.5	67.5	62.7	65.0	70.2
Bachelor's degree or higher	83.1	87.2	81.3	87.9	82.5	87.7
Not available[2]	47.7	42.1	38.0	42.0	43.1	30.8

[1] Parents' highest education level is defined as either 1) the highest educational attainment of the two parents who reside with the student, or if only one parent is in the residence, the highest educational attainment of that parent; or 2) when neither parent resides with the student (6 percent of those enrolled in college in 1995), the highest educational attainment of the head of the household and his or her spouse.

[2] Parents' highest education level is not available 1) for those who do not live with their parents and who are classified as the head of the household (not including those who live in college dormitories); and 2) for those whose parents' educational attainment was not reported. In 1995, 10 percent of high school graduates aged 16-24 were in this category.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 8-2 Percentage of high school graduates aged 16–24 who were enrolled in college the October following graduation, by sex and type of institution: 1972–95

	Male			Female		
October	Total	2-year	4-year	Total	2-year	4-year
1972	52.7	—	—	46.0	—	—
1973	50.0	14.6	35.4	43.4	15.2	28.2
1974	49.4	16.6	32.8	45.9	13.9	32.0
1975	52.6	19.0	33.6	49.0	17.4	31.6
1976	47.2	14.5	32.7	50.3	16.6	33.8
1977	52.1	17.2	35.0	49.3	17.8	31.5
1978	51.1	15.6	35.5	49.3	18.3	31.0
1979	50.4	16.9	33.5	48.4	18.1	30.3
1980	46.7	17.1	29.7	51.8	21.6	30.2
1981	54.8	20.9	33.9	53.1	20.1	33.0
1982	49.1	17.5	31.6	52.0	20.6	31.4
1983	51.9	20.2	31.7	53.4	18.4	35.1
1984	56.0	17.7	38.4	54.5	21.0	33.5
1985	58.6	19.9	38.8	56.8	19.3	37.5
1986	55.8	21.3	34.5	51.9	17.3	34.6
1987	58.3	17.3	41.0	55.3	20.3	35.0
1988	57.1	21.3	35.8	60.7	22.4	38.3
1989	57.6	18.3	39.3	61.6	23.1	38.5
1990	58.0	19.6	38.4	62.2	20.6	41.6
1991	57.9	22.9	35.0	67.1	26.8	40.3
1992	60.0	22.1	37.8	63.8	23.9	40.0
1993	58.7	22.4	36.3	64.0	22.4	41.6
1994	60.6	23.0	37.5	63.2	19.1	44.1
1995	62.6	25.3	37.4	61.3	18.1	43.2

— Not available. Data regarding type of institution were not collected until 1973.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 8-3 **Percentage of high school graduates aged 16–24 who were enrolled in college the October following graduation, by race/ethnicity and type of institution: 1972–95**

October	White			Black			Hispanic		
	Total	2-year	4-year	Total	2-year	4-year	Total	2-year	4-year
1972	49.7	—	—	44.6	—	—	45.0	—	—
1973	47.8	14.6	33.2	32.5	11.4	21.1	54.1	30.1	24.0
1974	47.2	13.9	33.3	47.2	16.4	30.8	46.9	30.0	16.8
1975	51.1	18.0	33.1	41.7	13.1	28.7	58.0	30.6	27.5
1976	48.8	14.9	33.9	44.4	11.3	33.1	52.7	36.5	16.2
1977	50.8	16.7	34.1	49.5	16.6	32.8	50.8	32.3	18.5
1978	50.5	16.4	34.1	46.4	17.5	28.9	42.0	20.4	21.6
1979	49.9	16.8	33.1	46.7	21.0	25.7	45.0	21.3	23.6
1980	49.8	18.8	31.0	42.7	18.8	23.9	52.3	30.9	21.4
1981	54.9	20.2	34.3	42.7	15.5	27.3	52.1	29.7	22.4
1982	52.7	19.5	33.2	35.8	12.7	23.2	43.2	23.4	19.8
1983	55.0	19.5	35.5	38.2	15.7	22.5	54.2	16.9	37.3
1984	59.0	18.7	40.3	39.8	19.8	20.0	44.3	23.9	20.4
1985	60.1	20.1	40.0	42.2	13.2	29.0	51.0	26.8	24.2
1986	56.8	19.9	36.9	36.9	12.7	24.3	44.0	28.5	15.5
1987	58.6	19.2	39.4	52.2	15.8	36.4	33.5	13.4	20.1
1988	61.1	22.2	38.9	44.4	16.7	27.6	57.1	25.9	31.2
1989	60.7	19.6	41.2	53.4	20.8	32.6	55.1	37.2	17.9
1990	63.0	19.7	43.3	46.8	19.6	27.2	42.7	27.0	15.7
1991	65.4	25.8	39.6	46.4	18.7	27.7	57.2	25.2	32.0
1992	64.3	23.0	41.3	48.2	17.4	30.8	55.0	29.4	25.6
1993	62.9	21.9	41.0	55.6	18.9	36.7	62.2	37.8	24.4
1994	64.5	20.7	43.8	50.8	19.8	31.0	49.1	25.9	23.2
1995	64.3	20.7	43.6	51.2	22.0	29.2	53.7	22.4	31.2

— Not available. Data regarding type of institution were not collected until 1973.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 8-4 Percentage of high school graduates aged 16–24 who were enrolled in college the October following graduation, by type of institution, family income, and race/ethnicity: 1972–95

October	Total	Type of institution		Family income[1]			Race/ethnicity[2]		
		2-year	4-year	Low	Middle	High	White	Black	Hispanic
1972	49.2	—	—	26.1	45.2	63.8	49.7	44.6	45.0
1973	46.6	14.9	31.7	20.3	40.9	64.4	47.8	32.5	54.1
1974	47.6	15.2	32.4	—	—	—	47.2	47.2	46.9
1975	50.7	18.2	32.6	31.2	46.2	64.5	51.1	41.7	58.0
1976	48.8	15.6	33.3	39.1	40.5	63.0	48.8	44.4	52.7
1977	50.6	17.5	33.1	27.7	44.2	66.3	50.8	49.5	50.8
1978	50.1	17.0	33.1	31.4	44.3	64.0	50.5	46.4	42.0
1979	49.3	17.5	31.8	30.5	43.2	63.2	49.9	46.7	45.0
1980	49.3	19.4	29.9	32.5	42.5	65.2	49.8	42.7	52.3
1981	53.9	20.5	33.5	33.6	49.2	67.6	54.9	42.7	52.1
1982	50.6	19.1	31.5	32.8	41.7	70.9	52.7	35.8	43.2
1983	52.7	19.2	33.5	34.6	45.2	70.3	55.0	38.2	54.2
1984	55.2	19.4	35.8	34.5	48.4	74.0	59.0	39.8	44.3
1985	57.7	19.6	38.1	40.2	50.6	74.6	60.1	42.2	51.0
1986	53.8	19.3	34.5	33.9	48.5	71.0	56.8	36.9	44.0
1987	56.8	18.9	37.9	36.9	50.0	73.8	58.6	52.2	33.5
1988	58.9	21.9	37.1	42.5	54.7	72.8	61.1	44.4	57.1
1989	59.6	20.7	38.9	48.1	55.4	70.7	60.7	53.4	55.1
1990	60.1	20.1	40.0	46.7	54.4	76.6	63.0	46.8	42.7
1991	62.5	24.9	37.7	39.5	58.4	78.2	65.4	46.4	57.2
1992	61.9	23.0	38.9	40.9	57.0	79.0	64.3	48.2	55.0
1993	61.5	22.4	39.1	50.4	56.9	79.3	62.9	55.6	62.2
1994	61.9	21.0	40.9	41.0	57.8	78.4	64.5	50.8	49.1
1995	61.9	21.5	40.4	34.2	56.1	83.4	64.3	51.2	53.7

— Not available. Data regarding type of institution were not collected until 1973, and data regarding family income were not available in 1974.

[1] Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between. Income data for 1994 are revised from previously published figures.

[2] Included in the total but not shown separately are high school graduates from other racial/ethnic groups.

NOTE: Details may not add to totals due to rounding

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Note to Indicator 8: Family income

The Current Population Survey (CPS) includes a family income variable that is used as a measure of a student's economic standing in many indicators in this publication. The three family income categories used in this publication are low, middle, and high income. Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between. The table that follows shows the real dollar amounts, rounded to the nearest $100, of the breakpoints between low and middle income and between middle and high income. For example, in 1995, low income was defined as the range from $0–11,700; middle income was defined as the range between $11,701–56,200; and high income was defined as $56,201 and over. Therefore, the breakpoints between low and middle income and between middle and high income are $11,700 and $56,200, respectively.

Dollar value (in current dollars) at the breakpoint between low and middle and between middle and high income categories of family income: October 1970–95

	Breakpoints between:	
October	Low and middle	Middle and high
1970	$3,300	$11,900
1971	—	—
1972	3,500	13,600
1973	3,900	14,800
1974	—	—
1975	4,300	17,000
1976	4,600	18,300
1977	4,900	20,000
1978	5,300	21,600
1979	5,800	23,700
1980	6,000	25,300
1981	6,500	27,100
1982	7,100	31,300
1983	7,300	32,400
1984	7,400	34,200
1985	7,800	36,400
1986	8,400	38,200
1987	8,800	39,700
1988	9,300	42,100
1989	9,500	44,000
1990	9,600	46,300
1991	10,500	48,400
1992	10,700	49,700
1993	10,800	50,700
1994	11,800	*55,300
1995	11,700	56,200

* Revised from previously published figure.

— Not available.

NOTE: Amounts are rounded to nearest $100.

Table 9-1 Percentage of students who attended a postsecondary institution within 2 years following scheduled high school graduation, by highest level of institution attended and selected characteristics: 1974, 1982, and 1994

Selected characteristics	Total			4-year			2-year			Vocational, technical, or trade school		
	1974	1982	1994	1974	1982	1994	1974	1982	1994	1974	1982	1994
Total	**61.1**	**64.6**	**72.3**	**36.5**	**43.7**	**43.1**	**14.8**	**17.4**	**22.4**	**9.7**	**3.5**	**6.9**
Sex*												
Male	62.1	64.0	68.8	38.1	44.0	40.4	15.6	17.7	22.2	8.4	2.3	6.2
Female	60.1	66.9	75.9	34.9	44.8	45.8	14.0	17.4	22.6	11.1	4.7	7.5
Race/ethnicity												
White	62.3	65.9	74.0	38.1	45.3	45.9	14.6	17.1	21.9	9.6	3.5	6.2
Black	57.8	59.5	64.7	32.4	39.9	37.8	12.7	15.3	18.8	12.7	4.2	8.1
Hispanic	56.4	56.9	65.0	22.2	30.7	28.2	24.8	23.3	27.5	9.4	2.9	9.3
Asian/ Pacific Islander	82.6	89.6	84.9	57.6	63.6	49.3	21.5	24.1	26.7	3.5	2.0	8.9
Native American/ Other	44.1	53.4	57.4	17.1	28.7	23.2	15.9	22.5	28.7	11.0	2.1	5.5
Control of high school												
Public	60.2	62.6	70.1	35.4	41.0	40.2	15.1	18.1	23.0	9.7	3.5	7.0
Catholic	73.7	83.0	91.6	52.3	66.1	70.2	11.6	13.4	16.4	9.8	3.6	5.0
Private, other	84.4	81.9	94.7	61.8	70.5	69.8	10.1	7.4	17.6	12.5	4.0	7.3
Urbanicity of high school												
Central city	63.1	65.6	75.6	37.8	45.3	45.8	16.4	16.7	20.9	8.9	3.6	9.0
Urban fringe/ large town	69.9	68.3	75.5	45.7	45.8	44.7	16.8	19.1	24.2	7.3	3.4	6.6
Rural/small town	56.1	58.3	65.1	32.0	39.2	38.5	12.8	15.3	21.3	11.3	3.8	5.2
Achievement test quartile in high school												
First (low)	36.0	36.2	46.8	9.9	16.4	11.6	13.0	16.0	26.5	13.1	3.8	8.6
Second	51.2	53.8	65.6	22.3	28.7	26.6	16.8	20.5	29.5	12.2	4.6	9.5
Third	66.9	72.0	79.6	40.6	48.3	49.5	17.0	19.7	24.8	9.3	4.1	5.4
Fourth (high)	86.4	89.2	92.6	70.2	73.7	77.2	11.1	13.0	12.3	5.1	2.5	3.1
Socioeconomic status												
Low quartile	42.0	45.5	48.9	18.8	25.5	18.9	11.4	16.6	21.8	11.7	3.4	8.2
Middle quartiles	58.9	63.7	70.7	31.3	40.7	37.6	16.4	18.8	25.8	11.2	4.3	7.3
High quartile	85.1	88.1	91.3	65.1	70.3	69.5	15.1	15.7	16.7	4.9	2.0	5.1

* In 1980, the majority of the respondents missing the sex variable had less than a high school diploma; therefore, estimates of the percentage of male and female students who attended a postsecondary institution within 2 years following their scheduled 1980 high school graduation may be slightly inflated.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

Table 9-2 **Percentage of students who attended a postsecondary institution within 2 years following scheduled high school graduation, by socioeconomic status, race/ethnicity, and highest level of institution attended: 1974, 1982, and 1994**

Race/ethnicity and type of institution	Senior in 1972			Senior in 1980			Senior in 1992		
	Socioeconomic status			Socioeconomic status			Socioeconomic status		
	Low quartile	Middle quartiles	High quartile	Low quartile	Middle quartiles	High quartile	Low quartile	Middle quartiles	High quartile
Total	**42.0**	**58.9**	**85.1**	**45.5**	**63.7**	**88.1**	**48.9**	**70.7**	**91.3**
Race/ethnicity									
White	38.0	58.9	85.1	41.4	63.4	88.2	40.6	71.3	91.2
Black	51.7	64.0	88.8	53.6	66.2	88.3	54.9	66.5	89.2
Hispanic	52.8	60.5	67.9	47.4	62.8	84.4	56.2	68.9	92.9
Asian/Pacific Islander	65.7	81.7	100.0	82.6	88.3	96.6	79.7	79.6	93.4
Native American/Other	27.8	49.3	—	51.5	49.9	—	34.3	62.7	—
4-year	**18.8**	**31.3**	**65.1**	**25.5**	**40.7**	**70.3**	**18.9**	**37.6**	**69.5**
Race/ethnicity									
White	16.3	31.4	65.5	22.2	40.6	70.9	16.1	37.7	70.5
Black	26.4	38.8	62.9	34.2	45.9	65.8	23.1	41.5	67.1
Hispanic	20.5	21.8	37.4	23.5	33.5	58.9	18.1	31.5	58.7
Asian/Pacific Islander	36.0	57.6	77.4	51.5	58.2	79.7	38.3	39.3	66.5
Native American/Other	11.1	15.8	—	27.7	27.3	—	8.4	29.4	—
2-year	**11.4**	**16.4**	**15.1**	**16.6**	**18.8**	**15.7**	**21.8**	**25.8**	**16.7**
Race/ethnicity									
White	9.9	16.1	14.9	16.0	18.4	15.3	17.9	26.6	16.2
Black	11.4	14.1	17.4	15.2	15.6	18.2	23.2	17.5	13.5
Hispanic	23.0	28.5	23.8	20.3	27.6	22.0	27.9	28.6	23.4
Asian/Pacific Islander	26.0	20.3	19.9	30.8	25.9	16.9	27.5	31.3	20.5
Native American/Other	8.8	18.8	—	18.3	22.5	—	21.0	27.8	—
Vocational, technical, or trade school	**11.7**	**11.2**	**4.9**	**3.4**	**4.3**	**2.0**	**8.2**	**7.3**	**5.1**
Race/ethnicity									
White	11.9	11.4	4.6	3.2	4.4	1.9	6.7	6.9	4.5
Black	13.9	11.0	8.4	4.3	4.7	4.3	8.7	7.5	8.7
Hispanic	9.4	10.2	6.8	3.6	1.7	3.5	10.1	8.8	10.8
Asian/Pacific Islander	3.8	3.7	2.7	0.2	4.2	0.0	13.9	9.1	6.4
Native American/Other	7.9	14.6	—	5.5	0.0	—	4.9	5.5	—

— Too few sample observations for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

Table 9-3 **Percentage of students who attended a postsecondary institution within 2 years following scheduled high school graduation, by achievement test quartile, race ethnicity, and highest level of institution attended: 1974, 1982, 1994**

	Senior in 1972				Senior in 1980				Senior in 1992			
	Achievement test quartile				Achievement test quartile				Achievement test quartile			
Race/ethnicity and type of institution	First (low)	Second	Third	Fourth (high)	First (low)	Second	Third	Fourth (high)	First (low)	Second	Third	Fourth (high)
Total	**36.0**	**51.2**	**66.9**	**86.4**	**36.2**	**53.8**	**72.0**	**89.2**	**46.8**	**65.6**	**79.6**	**92.6**
Race/ethnicity												
White	31.5	49.5	66.2	86.1	32.4	50.6	70.3	89.0	43.1	63.7	79.0	92.6
Black	47.9	65.8	77.7	96.2	43.5	68.5	87.7	95.0	48.1	69.3	83.1	95.6
Hispanic	46.2	58.7	72.6	87.6	39.1	59.9	77.8	88.6	55.3	63.7	80.8	86.9
Asian/Pacific Islander	—	72.9	87.7	93.0	71.2	86.6	87.2	97.3	54.9	89.5	88.6	96.2
Native American/Other	27.0	48.7	—	—	37.6	49.2	—	—	56.0	70.0	—	—
4-year	**9.9**	**22.3**	**40.6**	**70.2**	**16.4**	**28.7**	**48.3**	**73.7**	**11.6**	**26.6**	**49.5**	**77.2**
Race/ethnicity												
White	7.1	20.1	39.3	70.1	13.0	26.1	46.7	73.7	8.8	25.3	48.8	77.3
Black	18.9	44.0	62.5	88.2	24.5	46.4	69.8	80.1	19.1	37.0	58.1	85.4
Hispanic	9.2	23.8	45.8	52.5	15.5	28.0	48.0	70.3	12.3	19.9	48.5	69.8
Asian/Pacific Islander	—	25.2	72.1	75.1	33.4	47.2	61.9	88.2	2.3	33.5	48.7	78.4
Native American/Other	7.3	14.8	—	—	18.6	25.0	—	—	7.3	28.1	—	—
2-year	**13.0**	**16.8**	**17.0**	**11.1**	**16.0**	**20.5**	**19.7**	**13.0**	**26.5**	**29.5**	**24.8**	**12.3**
Race/ethnicity												
White	11.6	16.7	17.3	10.7	15.3	20.0	19.7	12.7	26.3	29.5	25.1	12.3
Black	13.2	12.8	8.5	6.6	15.0	16.6	13.0	12.4	21.3	22.0	17.7	9.5
Hispanic	24.2	28.2	21.5	28.4	20.6	28.2	28.4	16.0	32.4	33.1	27.1	13.8
Asian/Pacific Islander	—	32.0	14.1	18.0	34.7	39.4	18.8	9.2	34.6	40.4	32.3	13.4
Native American/Other	10.8	22.0	—	—	17.0	21.5	—	—	45.6	35.6	—	—
Vocational, technical, or trade school	**13.1**	**12.2**	**9.3**	**5.1**	**3.8**	**4.6**	**4.1**	**2.5**	**8.6**	**9.5**	**5.4**	**3.1**
Race/ethnicity												
White	12.8	12.7	9.6	5.3	4.2	4.6	3.9	2.5	8.0	8.8	5.0	3.1
Black	15.8	9.1	6.6	1.5	4.1	5.5	5.0	2.5	7.7	10.3	7.2	0.6
Hispanic	12.9	6.8	5.3	6.7	3.0	3.7	1.4	2.3	10.7	10.7	5.1	3.2
Asian/Pacific Islander	—	15.7	1.5	0.0	3.1	0.0	6.5	0.0	17.9	15.7	7.6	4.4
Native American/Other	9.0	11.9	—	—	1.9	2.8	—	—	3.0	6.3	—	—

— Too few sample observations for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

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Table 9-4 **Percentage of students who attended a postsecondary institution within 2 years following scheduled high school graduation, by selected student characteristics: 1974, 1982, and 1994**

Selected student characteristics	Senior in 1972			Senior in 1980			Senior in 1992		
	Total	Male	Female	Total	Male*	Female*	Total	Male	Female
Total	**61.1**	**62.1**	**60.1**	**65.5**	**64.0**	**66.9**	**72.3**	**68.8**	**75.9**
Socioeconomic status									
Low quartile	42.0	40.9	42.9	45.5	44.2	47.3	48.9	43.7	53.5
Middle quartiles	58.9	59.7	58.1	63.7	61.2	67.2	70.7	65.5	76.1
High quartile	85.1	84.9	85.2	88.1	86.0	91.7	91.3	90.0	92.7
Achievement test quartile in high school									
First (low)	36.0	32.5	38.9	36.2	32.3	39.9	46.8	44.4	49.7
Second	51.2	51.4	51.1	53.8	50.0	57.6	65.6	61.2	70.1
Third	66.9	68.2	65.6	72.0	68.8	74.9	79.6	75.6	83.3
Fourth (high)	86.4	86.4	86.4	89.2	88.4	90.4	92.6	90.6	94.7
Race/ethnicity									
White	62.3	63.7	60.8	65.9	64.6	67.9	74.0	70.6	77.4
Black	57.8	54.7	60.1	59.5	59.5	62.5	64.7	57.5	71.6
Hispanic	56.4	56.7	56.1	56.9	57.4	58.4	65.0	62.4	67.6
Asian/Pacific Islander	82.6	85.7	79.2	89.6	89.0	90.9	84.9	84.3	85.6
Native American/Other	44.1	43.8	44.4	53.4	51.6	54.0	57.4	49.9	62.7

* In 1980, the majority of the respondents missing the sex variable had less than a high school diploma; therefore, estimates of the percentage of male and female students who attended a postsecondary institution within 2 years following their scheduled 1980 high school graduation may be slightly inflated.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

Table 9-5 Percentage of students who attended a postsecondary institution the fall immediately following scheduled high school graduation, by socioeconomic status, achievement test quartile, and highest level of institution attended: 1972, 1980, and 1992

Achievement test quartile and type of of institution	Senior in 1972				Senior in 1980				Senior in 1992			
		Socioeconomic status				Socioeconomic status				Socioeconomic status		
	Total	Low quartile	Middle quartiles	High quartile	Total	Low quartile	Middle quartiles	High quartile	Total	Low quartile	Middle quartiles	High quartile
Total*	**52.0**	**33.1**	**49.4**	**76.4**	**54.6**	**35.6**	**54.3**	**76.9**	**54.7**	**35.2**	**52.5**	**70.2**
Achievement test quartile in high school												
First (low)	25.8	22.7	25.9	41.3	25.0	20.9	23.9	49.5	33.2	24.3	35.5	53.2
Second	41.8	32.0	40.0	63.0	43.7	33.7	41.8	68.9	48.3	35.3	48.8	63.8
Third	57.5	39.1	54.7	75.4	62.6	50.4	62.1	75.7	59.9	45.2	57.6	70.8
Fourth (high)	78.8	60.7	74.6	87.7	80.2	60.2	79.8	86.2	73.3	58.9	70.3	77.1
4-year	**29.7**	**15.1**	**24.6**	**54.8**	**33.5**	**18.0**	**31.6**	**54.7**	**35.7**	**16.0**	**31.0**	**55.5**
Achievement test quartile in high school												
First (low)	7.0	6.8	6.2	12.3	10.2	7.6	10.0	22.7	9.4	6.5	9.7	17.8
Second	16.3	12.6	13.6	30.4	19.6	15.0	18.3	32.8	22.5	13.1	22.2	35.8
Third	31.9	20.2	26.8	49.8	36.9	26.7	35.5	49.8	40.1	26.6	35.1	55.8
Fourth (high)	60.4	40.5	51.0	75.0	60.6	40.3	56.8	70.2	63.3	49.3	57.2	69.4
2-year	**14.8**	**9.8**	**16.2**	**17.2**	**17.3**	**14.7**	**18.7**	**18.0**	**14.9**	**13.7**	**17.3**	**11.5**
Achievement test quartile in high school												
First (low)	9.9	7.3	10.6	20.1	12.1	10.2	11.7	24.2	18.5	12.9	20.3	29.4
Second	15.8	10.1	16.0	24.2	19.6	16.3	19.0	28.4	20.4	15.0	22.0	22.5
Third	18.3	11.0	19.3	21.5	21.0	20.3	21.5	20.7	16.6	15.1	18.8	13.1
Fourth (high)	13.8	13.7	16.9	10.8	16.0	16.2	19.0	12.7	8.0	7.5	11.0	5.8

* Included in the total but not shown separately are those students who attended vocational, technical, and trade schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

Table 9-6 Percentage of students who attended a postsecondary institution the fall immediately following scheduled high school graduation, by selected characteristics: 1972, 1980, and 1992

Selected characteristics	Total			4-year			2-year			Vocational, technical, or trade school		
	1972	1980	1992	1972	1980	1992	1972	1980	1992	1972	1980	1992
Total	**52.0**	**54.6**	**54.7**	**29.7**	**33.5**	**35.7**	**14.8**	**17.3**	**14.9**	**7.5**	**3.8**	**4.1**
Sex*												
Male	52.4	52.9	51.7	30.7	32.7	33.4	15.8	17.5	14.7	5.8	2.7	3.6
Female	51.7	57.8	57.6	28.8	35.4	38.1	13.8	17.6	15.1	9.1	4.9	4.5
Race/ethnicity												
White	53.6	56.5	56.2	31.1	35.0	38.0	15.0	17.7	14.5	7.5	3.9	3.7
Black	46.5	46.5	47.0	26.8	30.4	30.9	10.2	12.4	12.0	9.5	3.7	4.1
Hispanic	46.1	44.9	47.9	17.1	22.3	23.3	22.8	19.7	18.7	6.1	2.9	5.9
Asian/ Pacific Islander	77.7	85.4	66.5	47.4	52.1	41.4	26.4	30.9	19.3	4.0	2.4	5.8
Native American/ Other	33.7	39.6	44.4	12.9	18.4	21.5	15.4	18.0	19.4	5.3	3.1	3.5
Control of high school												
Public	51.1	52.6	53.1	28.5	31.5	33.6	15.2	17.5	15.3	7.4	3.6	4.1
Catholic	65.6	73.1	68.9	44.8	48.4	54.5	12.1	19.1	11.7	8.7	5.7	2.7
Private, other	78.5	70.0	69.2	56.2	57.1	53.5	11.2	9.0	10.9	11.1	4.0	4.9
Urbanicity of high school												
Central city	53.8	53.6	56.4	31.4	34.7	37.7	15.4	15.9	13.3	7.0	3.1	5.4
Urban fringe/ large town	60.1	57.8	56.2	37.8	35.2	36.7	16.7	18.6	15.7	5.6	4.1	3.8
Rural/small town	47.6	50.2	51.2	25.5	30.3	32.7	13.5	16.1	15.3	8.6	3.7	3.2
Achievement test quartile in high school												
First (low)	25.8	25.0	33.2	7.0	10.2	9.4	9.9	12.1	18.5	8.9	2.7	5.3
Second	41.8	43.7	48.3	16.3	19.6	22.5	15.8	19.6	20.4	9.7	4.4	5.4
Third	57.5	62.6	59.9	31.9	36.9	40.1	18.3	21.0	16.6	7.3	4.7	3.2
Fourth (high)	78.8	80.2	73.3	60.4	60.6	63.3	13.8	16.0	8.0	4.7	3.6	2.0
Socioeconomic status												
Low quartile	33.1	35.6	35.2	15.1	18.0	16.0	9.8	14.7	13.7	8.2	2.9	5.5
Middle quartiles	49.4	54.3	52.5	24.6	31.6	31.0	16.2	18.7	17.3	8.7	4.0	4.1
High quartile	76.4	76.9	70.2	54.8	54.7	55.5	17.2	18.0	11.5	4.4	4.2	3.2

* In 1980, the majority of the respondents missing the sex variable had less than a high school diploma; therefore, estimates of the percentage of male and female students who attended a postsecondary institution the fall following their scheduled 1980 high school graduation may be slightly inflated.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

Table 9-7 **Percentage of students who attended a postsecondary institution the fall immediately following scheduled high school graduation, by socioeconomic status, race/ethnicity, and highest level of institution attended: 1972, 1980, and 1992**

Race/ethnicity and type of institution	Senior in 1972			Senior in 1980			Senior in 1992		
	Socioeconomic status			Socioeconomic status			Socioeconomic status		
	Low quartile	Middle quartiles	High quartile	Low quartile	Middle quartiles	High quartile	Low quartile	Middle quartiles	High quartile
Total	**33.1**	**49.4**	**76.4**	**35.6**	**54.3**	**76.9**	**35.2**	**52.5**	**70.2**
Race/ethnicity									
White	30.2	49.8	76.4	33.1	54.6	77.3	30.1	53.2	69.7
Black	40.3	52.2	79.9	40.3	53.6	72.6	37.5	47.8	72.2
Hispanic	42.4	49.8	60.3	36.2	50.6	72.3	39.6	49.7	72.3
Asian/Pacific Islander	57.6	78.7	93.0	73.8	85.0	94.3	58.4	62.3	74.2
Native American/Other	19.8	39.7	—	45.8	29.7	—	29.3	43.5	—
4-year	**15.1**	**24.6**	**54.8**	**18.0**	**31.6**	**54.7**	**16.0**	**31.0**	**55.5**
Race/ethnicity									
White	13.1	24.7	55.0	15.7	31.6	55.5	13.9	31.4	55.9
Black	21.1	32.7	55.9	24.7	36.0	53.0	19.7	32.5	56.4
Hispanic	16.9	15.8	24.3	17.1	24.5	41.9	14.8	25.4	47.7
Asian/Pacific Islander	35.3	42.3	69.1	34.0	49.6	68.0	30.0	33.2	55.6
Native American/Other	7.2	12.1	—	25.0	12.7	—	7.2	26.3	—
2-year	**9.8**	**16.2**	**17.2**	**14.7**	**18.7**	**18.0**	**13.7**	**17.3**	**11.5**
Race/ethnicity									
White	8.8	16.1	17.2	14.7	18.9	17.7	11.6	17.7	11.0
Black	8.6	11.9	17.0	12.0	13.1	18.0	12.7	11.9	10.9
Hispanic	19.5	27.3	31.1	16.2	24.2	24.0	17.7	20.0	15.5
Asian/Pacific Islander	14.7	33.2	21.1	39.2	32.2	23.8	19.0	23.2	14.3
Native American/Other	10.4	18.5	—	15.2	17.0	—	18.8	14.0	—
Vocational, technical, or trade school	**8.2**	**8.7**	**4.4**	**2.9**	**4.0**	**4.2**	**5.5**	**4.1**	**3.2**
Race/ethnicity									
White	8.2	9.0	4.2	2.7	4.1	4.1	4.6	4.1	2.7
Black	10.6	7.6	7.0	3.6	4.5	1.6	5.1	3.3	4.9
Hispanic	6.0	6.8	5.0	2.9	1.9	6.4	7.1	4.2	9.1
Asian/Pacific Islander	7.5	3.2	2.7	0.6	3.2	2.6	9.4	5.8	4.4
Native American/Other	2.2	9.1	—	5.7	0.0	—	3.4	3.2	—

— Too few sample observations for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

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Table 9-8 **Percentage of students who attended a postsecondary institution the fall immediately following scheduled high school graduation, by achievement test quartile, race ethnicity, and highest level of institution attended: 1972, 1980, and 1992**

Race/ethnicity and type of institution	Senior in 1972				Senior in 1980				Senior in 1992			
	Achievement test quartile				Achievement test quartile				Achievement test quartile			
	First (low)	Second	Third	Fourth (high)	First (low)	Second	Third	Fourth (high)	First (low)	Second	Third	Fourth (high)
Total	**25.8**	**41.8**	**57.5**	**78.8**	**25.0**	**43.7**	**62.6**	**80.2**	**33.2**	**48.3**	**59.9**	**73.3**
Race/ethnicity												
White	22.7	39.9	56.8	78.5	21.3	41.7	61.6	80.2	31.0	46.8	60.0	73.3
Black	34.3	59.8	70.2	87.6	31.0	53.3	73.6	83.2	34.2	50.4	56.9	76.3
Hispanic	35.7	51.4	63.1	73.8	28.5	44.8	67.6	81.7	38.2	47.0	60.2	65.7
Asian/Pacific Islander	—	70.3	84.5	89.3	62.4	81.1	80.5	97.1	34.9	67.7	67.2	79.9
Native American/Other	19.0	37.3	—	—	32.4	37.5	—	—	43.9	50.0	—	—
4-year	**7.0**	**16.3**	**31.9**	**60.4**	**10.2**	**19.6**	**36.9**	**60.6**	**9.4**	**22.5**	**40.1**	**63.3**
Race/ethnicity												
White	4.9	14.2	30.8	60.2	7.2	17.3	35.4	60.7	7.1	21.8	39.7	63.3
Black	13.7	38.6	55.2	78.4	16.9	33.6	59.4	67.5	15.8	31.4	44.8	73.9
Hispanic	7.0	18.9	33.8	45.2	10.1	20.5	35.4	54.9	9.3	16.2	40.1	54.9
Asian/Pacific Islander	—	20.0	52.5	65.0	14.7	35.6	49.8	76.2	1.9	24.1	41.3	66.5
Native American/Other	4.8	10.8	—	—	13.7	17.5	—	—	6.5	23.9	—	—
2-year	**9.9**	**15.8**	**18.3**	**13.8**	**12.1**	**19.6**	**21.0**	**16.0**	**18.5**	**20.4**	**16.6**	**8.0**
Race/ethnicity												
White	9.4	15.5	18.4	13.5	11.5	19.7	21.4	15.9	18.8	20.2	17.4	8.2
Black	8.9	12.9	10.0	7.5	11.0	14.2	11.1	12.4	14.5	15.6	8.0	1.8
Hispanic	20.5	27.4	25.6	24.4	15.7	22.4	29.1	20.9	20.8	23.1	17.3	8.6
Asian/Pacific Islander	—	32.1	30.6	24.4	44.6	45.5	27.3	18.4	28.2	30.4	21.2	9.6
Native American/Other	6.6	26.5	—	—	16.7	17.1	—	—	37.4	20.4	—	—
Vocational, technical, or trade school	**8.9**	**9.7**	**7.3**	**4.7**	**2.7**	**4.4**	**4.7**	**3.6**	**5.3**	**5.4**	**3.2**	**2.0**
Race/ethnicity												
White	8.4	10.3	7.6	4.8	2.6	4.6	4.9	3.6	5.1	4.8	3.0	1.9
Black	11.8	8.3	5.0	1.5	3.2	5.5	3.2	3.3	3.9	3.4	4.1	0.6
Hispanic	8.2	5.1	3.7	4.2	2.6	1.9	3.1	6.0	8.2	7.7	2.9	2.2
Asian/Pacific Islander	—	18.1	1.5	0.0	3.2	0.0	3.4	2.5	4.9	13.3	4.7	3.9
Native American/Other	7.6	0.0	—	—	2.0	2.9	—	—	0.0	5.6	—	—

— Too few sample observations for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

Table 9-9 Percentage of students who attended a postsecondary institution the fall immediately following scheduled high school graduation, by selected student characteristics: 1972, 1980, and 1992

Selected student characteristics	Senior in 1972			Senior in 1980			Senior in 1992		
	Total	Male	Female	Total	Male*	Female*	Total	Male	Female
Total	**52.0**	**52.4**	**51.7**	**54.6**	**52.9**	**57.8**	**54.7**	**51.7**	**57.6**
Socioeconomic status									
Low quartile	33.1	32.2	33.8	35.6	33.4	37.4	35.2	30.8	39.1
Middle quartiles	49.4	49.4	49.5	54.3	51.1	58.4	52.5	48.3	56.6
High quartile	76.4	75.0	77.9	76.9	73.3	83.0	70.2	68.6	71.9
Achievement test quartile in high school									
First (low)	25.8	22.7	28.3	25.0	21.8	28.4	33.2	31.0	36.1
Second	41.8	41.4	42.2	43.7	38.2	48.3	48.3	45.1	51.5
Third	57.5	57.3	57.8	62.6	57.9	66.7	59.9	55.2	64.0
Fourth (high)	78.8	78.1	79.7	80.2	77.3	84.1	73.3	72.2	74.4
Race/ethnicity									
White	53.6	54.1	53.1	56.5	54.0	59.8	56.2	53.1	59.2
Black	46.5	44.8	47.7	46.5	46.0	49.0	47.0	41.7	52.0
Hispanic	46.1	46.1	46.0	44.9	44.9	46.6	47.9	47.3	48.5
Asian/Pacific Islander	77.7	81.6	73.7	85.4	84.0	88.6	66.5	65.8	67.3
Native American/Other	33.7	33.1	34.3	39.6	36.6	42.5	44.4	35.0	50.8

* In 1980, the majority of the respondents missing the sex variable had less than a high school diploma; therefore, estimates of the percentage of male and female students who attended a postsecondary institution the fall following their scheduled 1980 high school graduation may be slightly inflated.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

Note to Indicator 9: Postsecondary enrollment rates

Definition of student percentages

Indicator 9 reports the percentages of high school students from different cohorts who enroll in postsecondary institutions. The data used to calculate enrollment rates came from three different surveys: National Longitudinal Study of the High School Class of 1972 (NLS-72), High School and Beyond (HS&B), and National Education Longitudinal Study of 1988 (NELS:88). Therefore, the survey respondents' postsecondary institution data were combined to form the following set of postsecondary institution types:

- None (not enrolled in a postsecondary institution)
- 4-year colleges or universities
- 2-year colleges
- Vocational, technical, or trade schools

The lists below describe how the responses from each survey (left column) were translated to postsecondary institution types (right column).

National Longitudinal Study of the High School Class of 1972 (NLS-72)

Survey response	Postsecondary institution
Vocational or technical	Vocational, technical, or trade schools
2-year college	2-year college
4-year college	4-year colleges or universities
Other	None
Unclassified	None
Missing data	Missing

High School and Beyond (HS&B), Senior Cohort, Third Follow-up (1986)

Survey response	Postsecondary institution
Part time-other	Vocational, technical, or trade schools
Full time-other	Vocational, technical, or trade schools
Part time, public 2-year	2-year college
Full time, public 2-year	2-year college
Part time, private 4-year	4-year colleges or universities
Full time, private 4-year	4-year colleges or universities
Part time, public 4-year	4-year colleges or universities
Full time, public 4-year	4-year colleges or universities
Non-student	None
Missing	Missing

National Education Longitudinal Study of 1988, Third Follow-up (1994) (NELS:88)

Survey response	Postsecondary institution
Private for-profit	Vocational, technical, or trade schools
Private not-for-profit, less-than-4-year, not working toward an associate's degree	Vocational, technical, or trade schools
Public less-than-2-year, not working toward an associate's degree	Vocational, technical, or trade schools
Private not-for-profit, less-than-4-year, working toward an associate's degree	2-year college
Public less-than-2-year, working toward an associate's degree	2-year college
Public 2-year	2-year college
Private 4-year	4-year colleges or universities
Public 4-year	4-year colleges or universities
Legitimate skip	None
Missing	Missing

Enrollment in multiple postsecondary institutions

There are cases in which respondents reported having enrolled in more than one type of postsecondary institution (e.g., enrolled in a 2-year college and then transferred to a 4-year college). For this analysis, only the highest reported level of postsecondary institution was used to calculate survey respondents' enrollment rates. For example, if a respondent reported enrolling in more than one type of postsecondary institution (2-year and 4-year colleges), the respondent was used in estimating the enrollment rate of the highest reported level of institution (4-year college) and not counted as enrolled in the lower level institution.

Enrollment rates were calculated for student enrollment in the fall following scheduled high school graduation and 2 years later. Since only the highest level of postsecondary institution was used in this analysis, respondents' earlier and later survey reponses may differ because they reported enrolling in more than one type of institution within 2 years after their scheduled high school graduation. Therefore, the percentage of students whose highest level of postsecondary enrollment was a vocational, technical, or trade school or a 2-year college may have decreased between the fall following scheduled high school graduation and 2 years later if sufficient numbers of students enrolled in a second, higher level institution.

Definition of the fall and 2 years following scheduled high school graduation

Indicator 9 reports enrollment rates in postsecondary institutions the fall immediately following and 2 years following different cohorts' scheduled graduation from high school. Since graduation dates vary between schools and school years, standard dates following each cohort's scheduled high school graduation were selected to estimate enrollment rates rather than calculating the exact time period following graduation for each survey respondent.

Enrollment rates in the fall following scheduled high school graduation were calculated using the enrollment status of survey respondents in the October following their scheduled graduation. For example, a survey respondent in the NLS-72 was considered enrolled in a postsecondary institution in the fall following scheduled high school graduation if he or she reported being enrolled in October 1972. October was selected because enrollment data for October were available for each survey used in this analysis and because the academic year at postsecondary institutions would have begun by then.

Enrollment rates 2 years following scheduled high school graduation were calculated using the enrollment status of survey respondents in February of the second calendar year following scheduled graduation. The second February following scheduled graduation was selected because enrollment status for February was available in all three surveys. Assuming that scheduled high school graduations are in June, then the elapsed time between scheduled graduation and the second February following graduation is 20 months. The actual elapsed time varies among survey respondents, but February is directly comparable across surveys. Therefore, a survey respondent in the NELS:88 Second Follow-up (the class of 1992) was considered to be enrolled in a postsecondary institution 2 years following scheduled high school graduation if he or she reported being enrolled by February 1994.

Table 10-1 Percentage of high school graduates enrolled in college, by age, race/ethnicity, and type of institution: October 1973–95

October	Aged 18-24				Aged 25-34				Aged 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
2-year institutions												
1973	6.3	6.3	4.6	9.8	2.1	2.0	2.3	3.6	—	—	—	—
1974	7.0	6.4	7.2	14.6	2.4	2.2	3.6	3.3	—	—	—	—
1975	8.1	7.7	9.3	13.6	3.0	2.7	5.2	5.5	—	—	—	—
1976	7.8	7.3	8.6	14.4	3.1	2.7	4.8	6.5	0.9	0.9	1.4	2.1
1977	8.0	7.5	9.8	13.9	3.1	2.8	5.5	4.6	—	—	—	—
1978	8.0	7.6	7.9	11.9	2.7	2.5	4.1	4.6	1.0	0.9	1.7	1.9
1979	7.6	7.1	8.4	13.3	2.6	2.4	3.2	4.4	1.0	0.9	1.1	1.6
1980	8.5	8.1	9.0	11.9	2.8	2.6	3.4	3.8	0.8	0.8	1.4	1.1
1981	9.0	8.6	7.9	14.3	2.7	2.5	3.2	4.2	0.9	0.8	1.5	2.6
1982	9.3	9.0	7.4	14.6	2.8	2.6	3.5	4.0	0.9	0.8	1.0	1.4
1983	8.9	8.8	7.4	12.1	2.8	2.6	3.5	5.3	0.9	0.9	0.7	1.2
1984	8.6	8.2	9.2	10.8	2.7	2.6	2.8	3.5	0.8	0.7	1.0	0.8
1985	8.6	8.3	8.4	10.5	2.8	2.7	2.7	4.1	0.9	0.8	1.1	1.1
1986	9.0	9.0	6.9	12.3	2.7	2.6	2.5	4.1	0.9	0.9	1.3	0.9
1987	9.8	9.5	8.7	12.0	2.5	2.3	2.6	3.8	0.9	0.8	1.0	1.0
1988	10.6	10.6	7.8	13.4	2.5	2.3	3.5	3.3	0.9	0.9	1.4	1.5
1989	9.9	9.5	9.1	13.2	2.5	2.4	2.4	3.3	0.9	0.9	0.9	2.0
1990	10.5	10.2	10.6	13.2	2.8	2.7	2.7	3.5	1.0	0.9	1.1	1.9
1991	11.8	11.3	11.3	14.9	3.2	3.0	3.6	3.8	1.0	1.0	1.3	1.3
1992	12.0	11.2	10.7	17.6	2.9	2.8	2.3	3.8	0.9	0.9	0.9	1.4
1993	11.7	11.5	9.4	16.2	2.7	2.4	3.4	4.2	1.0	0.9	1.4	1.5
1994	11.1	10.8	10.5	13.1	3.1	2.7	3.9	4.4	1.0	0.9	1.2	2.0
1995	10.9	10.2	11.2	13.5	2.7	2.5	3.6	3.0	0.9	0.8	1.1	1.7
4-year institutions												
1973	15.6	15.9	12.5	13.3	1.9	1.8	2.4	2.5	—	—	—	—
1974	15.6	15.9	13.6	11.8	1.8	1.6	3.2	1.8	—	—	—	—
1975	15.7	15.8	15.1	15.9	2.0	1.9	2.6	2.5	—	—	—	—
1976	24.4	24.6	23.9	19.4	6.3	6.2	6.8	3.8	1.3	1.2	2.7	1.8
1977	23.1	23.4	19.9	16.8	6.6	6.4	7.6	7.2	—	—	—	—
1978	22.6	22.9	20.8	14.5	6.1	6.0	6.0	5.4	1.4	1.3	2.0	2.4
1979	22.8	23.5	19.6	15.7	6.2	6.2	5.3	6.6	1.4	1.4	2.1	1.2
1980	22.2	23.0	17.0	16.9	5.6	5.7	5.5	4.6	1.2	1.1	1.7	1.7
1981	22.4	23.1	18.8	15.0	5.8	5.6	6.2	5.7	1.4	1.3	2.2	1.3
1982	22.7	23.4	19.5	13.6	5.8	5.8	5.6	4.5	1.3	1.2	1.7	1.5
1983	22.6	23.4	18.4	17.9	5.9	5.8	4.9	4.4	1.4	1.3	1.9	1.9
1984	23.4	24.5	16.9	17.4	5.6	5.5	4.7	6.2	1.2	1.2	1.6	0.9
1985	23.8	25.3	16.4	14.8	5.6	5.7	4.1	5.3	1.4	1.3	1.8	2.1
1986	24.2	24.7	20.7	16.3	5.3	5.1	5.0	6.0	1.4	1.3	1.9	2.3
1987	26.2	27.7	20.3	16.1	5.6	5.5	5.3	5.0	1.5	1.4	1.6	1.5
1988	26.4	27.8	20.0	17.4	5.4	5.5	3.9	4.5	1.8	1.7	1.9	1.9
1989	28.1	30.1	21.4	15.1	5.8	5.9	3.8	3.8	1.6	1.6	1.2	1.7
1990	28.4	30.2	21.8	15.1	5.8	6.1	3.3	3.5	1.7	1.7	1.8	2.0
1991	29.1	30.9	19.5	19.1	5.8	5.7	4.5	4.8	1.7	1.7	2.1	1.6
1992	29.6	31.3	22.7	18.5	5.7	5.6	4.4	4.7	1.6	1.6	1.7	1.3
1993	29.3	30.6	22.8	18.7	5.8	5.8	4.7	5.2	1.6	1.5	2.0	1.6
1994	31.1	32.8	25.1	19.8	6.5	6.4	5.8	5.7	1.7	1.6	2.3	2.3
1995	31.2	33.5	24.0	21.4	6.7	6.8	5.5	5.0	1.7	1.6	2.5	2.1

— Not available.

NOTE: Included in the total but not shown separately are high school graduates from other racial/ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 10-2 Percentage of high school graduates enrolled in college, by age, race/ethnicity, and enrollment status: October 1972–95

October	Aged 18–24				Aged 25–34				Aged 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
						Full-time						
1972	27.3	28.0	22.0	20.7	3.2	3.2	3.4	3.2	—	—	—	—
1973	25.4	25.8	20.4	23.8	2.9	2.7	4.1	3.1	—	—	—	—
1974	25.4	25.4	22.0	25.1	3.5	3.3	4.3	3.7	—	—	—	—
1975	27.2	27.0	26.7	28.1	4.2	3.8	6.8	4.6	—	—	—	—
1976	27.7	27.3	29.3	29.0	3.5	3.2	5.5	4.2	0.4	0.4	1.2	0.8
1977	26.8	26.7	25.8	25.7	3.9	3.4	7.1	4.8	—	—	—	—
1978	25.9	25.8	25.8	18.9	3.3	3.1	4.2	3.8	0.4	0.3	0.8	0.6
1979	25.9	25.8	25.2	24.3	3.1	2.9	3.7	5.7	0.4	0.3	0.9	0.7
1980	26.5	26.9	23.6	22.3	3.0	2.8	3.6	4.0	0.3	0.3	0.8	0.7
1981	27.0	27.2	23.6	24.6	3.2	2.9	4.4	3.9	0.4	0.3	1.3	1.4
1982	27.1	27.6	23.1	20.4	3.5	3.3	4.2	4.3	0.4	0.4	0.9	*0.0
1983	25.0	25.1	22.8	22.7	3.7	3.2	4.3	4.2	0.4	0.4	0.8	0.4
1984	27.8	28.7	21.6	23.7	3.5	3.2	3.7	4.1	0.4	0.4	0.5	0.3
1985	28.3	29.6	21.4	21.1	3.3	3.0	3.7	3.7	0.4	0.4	0.7	0.8
1986	28.3	29.0	24.3	21.2	3.2	2.8	4.0	4.2	0.5	0.5	1.0	1.0
1987	29.7	30.9	23.9	20.1	2.9	2.6	3.7	3.6	0.5	0.5	0.8	0.4
1988	30.7	31.9	24.1	22.7	3.1	2.9	2.8	2.8	0.5	0.5	0.7	0.5
1989	31.9	33.6	25.9	21.0	3.2	3.1	2.2	2.8	0.7	0.6	0.6	1.2
1990	32.6	34.3	25.6	20.9	3.6	3.5	3.0	2.2	0.6	0.6	0.7	1.0
1991	34.6	35.9	26.5	25.7	3.9	3.6	3.5	3.7	0.6	0.6	1.0	0.4
1992	34.9	36.2	27.6	26.0	3.6	3.5	3.1	2.4	0.7	0.7	0.9	0.8
1993	31.9	31.9	27.3	26.4	3.9	3.7	3.3	4.1	0.7	0.6	1.2	0.8
1994	34.6	36.2	29.6	21.4	4.3	4.0	3.8	4.4	0.8	0.7	1.0	1.5
1995	34.9	36.8	28.4	25.5	4.4	4.2	4.4	3.5	0.7	0.7	0.9	0.9
						Part-time						
1972	4.6	4.5	5.2	5.1	5.2	5.2	5.4	4.3	—	—	—	—
1973	4.3	4.4	3.5	5.3	5.3	5.4	3.6	8.5	—	—	—	—
1974	5.1	5.1	4.2	7.2	5.8	5.8	6.5	6.3	—	—	—	—
1975	5.3	5.3	4.8	7.4	5.7	5.8	4.7	6.7	—	—	—	—
1976	5.4	5.5	4.2	7.0	6.1	6.0	6.4	6.8	1.9	1.7	2.9	3.1
1977	5.6	5.6	5.5	5.3	6.4	6.3	6.9	7.5	—	—	—	—
1978	5.4	5.5	3.8	8.2	5.8	5.7	6.6	6.4	2.0	1.9	3.0	3.6
1979	5.3	5.4	4.1	5.8	6.0	6.0	5.6	5.9	2.0	2.0	2.4	2.3
1980	5.3	5.3	4.1	7.6	5.9	5.9	6.0	5.3	1.8	1.7	2.6	2.2
1981	5.5	5.5	4.5	5.3	5.7	5.5	5.8	6.9	1.9	1.8	2.4	2.6
1982	5.8	5.6	5.0	8.8	5.4	5.5	5.4	5.4	1.8	1.7	1.8	2.9
1983	5.4	5.3	4.2	8.8	5.4	5.5	4.5	5.5	1.9	1.8	1.9	2.7
1984	5.4	5.2	5.6	6.2	5.1	5.2	4.2	5.8	1.7	1.6	2.2	1.5
1985	5.4	5.4	4.6	5.8	5.4	5.6	3.7	6.0	1.8	1.8	2.2	2.6
1986	5.7	5.6	4.3	8.3	5.1	5.1	3.9	6.2	1.8	1.8	2.3	2.3
1987	6.4	6.3	5.1	8.1	5.2	5.3	4.2	5.3	1.8	1.8	1.9	2.2
1988	6.3	6.6	3.7	8.1	4.9	5.0	4.6	5.0	2.2	2.1	2.6	2.8
1989	6.0	6.1	4.6	7.3	5.1	5.2	4.0	4.4	1.9	1.9	1.5	2.5
1990	6.4	6.0	6.8	7.4	4.8	5.1	3.0	4.8	2.0	2.0	2.2	2.9
1991	6.2	6.3	4.3	8.3	5.2	5.2	4.6	4.9	2.1	2.0	2.4	2.4
1992	6.7	6.4	5.8	10.2	5.0	5.0	3.5	5.9	1.8	1.8	1.7	1.9
1993	6.9	7.1	4.9	8.5	4.7	4.6	4.8	5.3	1.8	1.8	2.2	2.3
1994	7.6	7.3	5.9	11.6	5.3	5.1	5.9	5.7	2.0	1.9	2.4	2.9
1995	7.2	6.9	6.8	9.4	5.0	5.1	4.7	4.5	1.9	1.7	2.7	3.0

* Percent less than 0.05 is rounded to 0.0.

— Not available.

NOTE: Included in the total but not shown separately are high school graduates from other racial/ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 10-3 **Percentage of high school graduates enrolled in college, by age, race/ethnicity, and level: October 1972–95**

October	Aged 18–24				Aged 25–34				Aged 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
						Undergraduates						
1972	29.0	29.5	*25.4	24.2	4.8	4.7	5.9	6.2	—	—	—	—
1973	26.9	27.1	22.5	27.2	4.6	4.4	6.0	6.6	—	—	—	—
1974	27.6	27.6	22.6	30.9	5.4	5.0	7.9	6.4	—	—	—	—
1975	29.4	29.0	30.3	33.1	6.2	5.7	9.4	9.8	—	—	—	—
1976	30.1	29.6	31.4	33.6	5.7	5.1	8.9	8.8	1.4	1.2	2.8	3.4
1977	29.5	29.1	29.9	30.2	6.1	5.4	10.7	8.7	—	—	—	—
1978	28.6	28.4	28.3	25.3	5.3	4.9	8.5	7.2	1.4	1.3	2.6	2.6
1979	28.8	28.6	27.8	29.3	5.2	4.8	7.0	8.6	1.5	1.4	2.3	2.3
1980	29.2	29.3	26.0	28.8	5.3	5.0	7.0	6.6	1.3	1.2	2.5	2.3
1981	30.0	30.2	26.3	28.0	5.5	5.1	7.1	7.7	1.5	1.3	2.6	3.6
1982	30.5	30.6	26.9	28.4	5.2	4.8	7.1	7.0	1.3	1.2	1.8	2.2
1983	29.9	30.2	25.5	29.8	5.5	5.1	7.0	7.6	1.4	1.3	1.8	2.4
1984	30.5	31.1	25.5	28.0	5.2	4.9	6.2	7.4	1.2	1.1	1.8	0.8
1985	31.2	32.1	25.0	25.1	5.3	5.1	5.7	6.8	1.3	1.2	2.1	2.2
1986	31.3	31.7	27.0	28.3	5.3	4.9	6.3	7.8	1.4	1.3	2.6	2.1
1987	33.4	34.4	27.1	27.1	5.0	4.7	6.0	6.5	1.4	1.3	1.8	1.8
1988	34.6	35.9	26.4	30.0	5.0	4.8	5.7	5.8	1.6	1.5	2.5	2.2
1989	35.3	36.7	29.1	27.2	5.1	5.0	4.9	5.9	1.5	1.5	1.4	2.7
1990	36.4	37.7	30.1	27.9	5.6	5.7	4.6	5.3	1.6	1.6	1.7	2.8
1991	37.9	39.1	29.6	32.9	5.8	5.5	6.1	6.7	1.7	1.6	2.3	1.9
1992	38.9	39.4	32.3	35.3	5.7	5.5	5.5	7.3	1.6	1.6	1.9	2.3
1993	38.3	38.9	31.6	34.2	5.8	5.4	6.4	7.4	1.7	1.6	2.3	2.4
1994	39.4	40.4	34.1	31.9	6.3	5.9	7.7	7.7	1.8	1.7	2.5	3.4
1995	39.5	41.0	33.4	33.4	6.0	5.8	6.6	6.6	1.6	1.5	2.2	3.1
						Graduates						
1972	2.9	3.1	1.8	1.6	3.6	3.7	2.8	1.3	—	—	—	—
1973	2.9	3.1	1.3	1.9	3.6	3.7	1.7	4.2	—	—	—	—
1974	2.7	2.9	1.3	1.3	3.9	4.0	2.8	3.6	—	—	—	—
1975	3.1	3.3	1.2	2.4	3.7	3.9	2.1	1.5	—	—	—	—
1976	3.1	3.2	2.0	2.3	3.9	4.0	2.9	2.2	0.9	0.9	1.3	0.5
1977	2.9	3.1	1.4	1.3	4.3	4.3	3.2	3.7	—	—	—	—
1978	2.8	2.9	1.3	1.8	3.8	4.0	2.3	3.0	1.0	0.9	1.2	1.6
1979	2.4	2.6	1.5	0.9	3.9	4.1	2.3	3.0	0.9	0.9	1.0	0.6
1980	2.6	2.8	1.7	1.1	3.6	3.7	2.6	2.6	0.8	0.8	0.9	0.6
1981	2.4	2.5	1.7	1.9	3.4	3.4	3.0	3.1	0.9	0.8	1.1	0.4
1982	2.4	2.7	1.2	0.8	3.7	3.9	2.5	2.6	0.9	0.9	0.9	0.7
1983	2.6	2.8	1.5	1.7	3.6	3.7	1.9	2.2	0.9	0.9	0.9	0.7
1984	2.7	2.9	1.6	1.8	3.4	3.5	1.8	2.5	0.9	0.8	0.9	1.0
1985	2.6	2.8	1.0	1.8	3.3	3.5	1.7	2.9	0.9	0.9	0.8	1.2
1986	2.6	2.8	1.6	1.1	2.9	3.0	1.6	2.6	1.0	1.0	0.6	1.3
1987	2.6	2.8	1.9	1.0	3.1	3.1	1.9	2.4	0.9	0.9	0.8	0.7
1988	2.4	2.5	1.4	0.7	3.0	3.0	1.8	2.0	1.1	1.1	0.8	1.1
1989	2.7	2.9	1.5	1.1	3.1	3.3	1.3	1.3	1.0	1.0	0.7	1.0
1990	2.6	2.7	2.2	0.5	3.0	3.1	1.3	1.7	1.0	1.0	1.1	1.1
1991	2.9	3.2	1.2	1.1	3.2	3.2	2.0	1.9	1.0	1.0	1.1	1.0
1992	2.7	3.1	1.1	0.9	2.8	2.9	1.1	1.2	0.9	0.9	0.7	0.5
1993	2.7	3.1	0.7	0.7	2.8	2.8	1.7	2.0	0.9	0.8	1.0	0.8
1994	*2.8	*3.1	1.4	1.0	3.2	3.2	2.0	2.4	0.9	0.9	1.0	0.9
1995	2.6	2.7	1.7	1.5	3.4	3.5	2.6	1.4	1.0	1.0	1.4	0.7

— Not available.

* Revised from previously published figures.

NOTE: Included in the total but not shown separately are high school graduates from other racial/ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 10-4 Percentage of high school graduates enrolled in college, by age and race/ethnicity: October 1972–95

October	Aged 18–24				Aged 25–34				Aged 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1972	31.9	32.6	27.2	25.8	8.4	8.4	8.8	7.5	—	—	—	—
1973	29.7	30.2	23.8	29.1	8.2	8.1	7.7	10.7	—	—	—	—
1974	30.5	30.6	26.2	32.3	9.3	9.1	10.8	10.0	—	—	—	—
1975	32.5	32.3	31.5	35.5	9.9	9.6	11.5	11.3	—	—	—	—
1976	33.1	32.8	33.4	35.9	9.6	9.2	11.9	11.0	2.3	2.1	4.1	3.9
1977	32.5	32.3	31.3	31.5	10.3	9.8	13.9	12.4	—	—	—	—
1978	31.4	31.3	29.6	27.1	9.1	8.8	10.8	10.2	2.4	2.2	3.8	4.2
1979	31.2	31.3	29.4	30.2	9.1	8.9	9.2	11.6	2.4	2.3	3.3	2.9
1980	31.8	32.1	27.6	29.9	8.9	8.7	9.6	9.2	2.1	2.0	3.4	2.9
1981	32.4	32.7	28.0	29.9	9.0	8.5	10.2	10.8	2.3	2.1	3.7	4.0
1982	33.0	33.3	28.1	29.2	8.9	8.7	9.6	9.7	2.2	2.1	2.7	2.9
1983	32.5	33.0	27.0	31.5	9.1	8.7	8.8	9.8	2.3	2.2	2.7	3.1
1984	33.2	33.9	27.2	29.9	8.6	8.4	8.0	9.9	2.1	2.0	2.7	1.8
1985	33.7	34.9	26.0	26.8	8.7	8.6	7.5	9.7	2.3	2.2	2.9	3.4
1986	34.0	34.5	28.6	29.4	8.3	7.9	7.9	10.4	2.4	2.2	3.3	3.4
1987	36.0	37.2	29.1	28.2	8.1	7.9	7.9	8.9	2.3	2.3	2.6	2.5
1988	37.0	38.4	27.8	30.8	8.0	7.8	7.5	7.8	2.7	2.6	3.3	3.4
1989	38.0	39.7	30.5	28.3	8.2	8.3	6.2	7.1	2.5	2.5	2.1	3.7
1990	39.0	40.3	32.4	28.4	8.6	8.7	5.9	7.0	2.7	2.6	2.9	3.9
1991	40.8	42.3	30.8	33.9	9.0	8.7	8.1	8.6	2.7	2.6	3.4	2.9
1992	41.6	42.5	33.4	36.1	8.6	8.5	6.7	8.5	2.5	2.5	2.6	2.7
1993	41.0	42.0	32.2	34.9	8.5	8.2	8.1	9.5	2.6	2.4	3.3	3.1
1994	42.2	43.6	35.5	32.9	9.5	9.1	9.7	10.1	2.7	2.5	3.5	4.3
1995	42.1	43.7	35.2	34.9	9.4	9.3	9.1	8.0	2.6	2.4	3.5	3.8

— Not available.

NOTE: Included in the total but not shown separately are high school graduates from other racial/ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 11-1 **Percentage distribution of 1989–90 beginning postsecondary students seeking an associate's degree at 2-year institutions, by persistence and attainment as of spring 1994 and selected characteristics**

	Completed a degree				Did not complete a degree					
	Highest degree completed			Total	Total	Number of months enrolled[1]				Average
Selected characteristics	Bach-elor's	Asso-ciate's	Certi-ficate	any degree	no degree	Less than 9 months	9–18 months	19–27 months	28 months or more	months enrolled
Total[2]	**7.5**	**23.7**	**11.4**	**42.6**	**57.4**	**12.8**	**20.5**	**9.4**	**14.8**	**19.2**
Sex										
Male	6.2	20.1	13.6	39.9	60.1	13.6	19.7	10.2	16.7	20.3
Female	8.6	26.6	9.7	44.8	55.2	12.2	21.1	8.7	13.2	18.3
Age as of 12/31/89										
18 years or younger	15.2	34.2	7.8	57.2	42.9	7.7	12.8	8.2	14.2	21.8
19 years	1.5	22.4	13.2	37.1	62.9	16.8	19.5	7.4	19.2	20.3
20 years or older	1.6	11.9	14.8	28.3	71.7	16.7	30.2	11.7	13.1	16.9
Race/ethnicity										
American Indian/Alaskan Native	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—
Black	5.7	16.1	18.1	39.9	60.1	18.4	20.5	11.9	9.3	17.9
Hispanic	8.9	22.4	9.8	41.0	59.0	1.9	25.9	13.5	17.7	—
White	7.6	24.6	10.8	43.1	57.0	13.7	19.8	8.4	15.1	18.9
Marital status in 1989–90										
Never married	9.3	26.9	10.6	46.7	53.3	10.8	17.8	8.8	15.8	20.2
Married	3.7	17.9	12.4	33.9	66.1	17.1	28.7	8.8	11.5	15.6
Divorced/separated/widowed	0.0	4.1	24.8	28.9	71.1	24.5	23.8	10.7	9.1	—
Number of children in 1989–90										
None	9.0	25.8	9.7	44.5	55.5	12.2	18.1	9.6	15.7	20.1
One	0.5	16.6	20.2	37.3	62.7	17.0	32.2	3.9	9.6	—
Two	1.2	11.3	13.8	26.3	73.7	7.7	41.6	13.8	10.7	—
Three or more	—	—	—	—	—	—	—	—	—	—
Socioeconomic status										
Lowest quartile	2.4	17.1	13.7	33.2	66.8	19.2	27.0	5.7	14.9	17.2
Middle two quartiles	6.4	22.3	12.5	41.2	58.8	12.4	20.4	10.9	15.2	19.4
Highest quartile	12.6	30.2	8.1	50.9	49.1	9.8	16.8	8.7	13.9	20.4
Income										
Dependent										
Less than $20,000	7.7	25.7	11.1	44.5	55.5	13.3	19.1	6.5	16.6	19.6
20,000–39,999	11.0	27.1	11.4	49.5	50.5	14.3	13.8	11.3	11.2	18.9
40,000–59,999	13.7	32.1	10.4	56.2	43.9	7.0	16.3	5.9	14.6	21.3
60,000 or more	7.2	30.9	3.1	41.2	58.8	4.4	17.9	13.2	23.3	25.5
Independent	1.8	13.8	14.3	29.9	70.1	16.6	28.7	10.3	14.5	17.3
Parental educational attainment										
Less than high school	1.7	16.3	12.0	30.0	70.0	13.2	28.0	15.5	13.4	18.1
High school graduate	8.4	20.1	11.5	40.0	60.0	15.3	19.8	12.1	12.8	15.5
Some postsecondary	8.5	28.7	8.7	46.0	54.1	9.2	22.7	8.9	13.3	18.0
Bachelor's degree	5.6	36.0	18.0	59.6	40.4	8.9	13.1	2.8	15.6	20.4
Advanced degree	12.5	31.5	2.3	46.3	53.7	6.2	16.8	5.1	25.7	27.9

Table 11-1 **Percentage distribution of 1989–90 beginning postsecondary students seeking an associate's degree at 2-year institutions, by persistence and attainment as of spring 1994 and selected characteristics—Continued**

	Completed a degree				Did not complete a degree					
	Highest degree completed			Total	Total	Number of months enrolled[1]				Average
Selected characteristics	Bachelor's	Associate's	Certificate	any degree	no degree	Less than 9 months	9-18 months	19-27 months	28 months or more	months enrolled
High school diploma or equivalency status										
High school diploma	8.1	24.8	11.1	43.9	56.1	12.6	18.2	9.6	15.7	19.8
GED/Equivalency certificate	1.6	12.2	15.4	29.1	70.9	14.8	44.5	6.9	4.8	14.1
None	—	—	—	—	—	—	—	—	—	—
Diploma/delayed entry status[3]										
Diploma, did not delay	11.9	32.1	10.0	54.0	46.0	9.1	13.4	7.6	16.0	22.5
Diploma, delayed entry	1.4	12.2	12.9	26.5	73.5	18.7	26.5	13.2	15.2	17.0
No diploma	1.6	12.2	15.4	29.1	70.9	14.8	44.5	6.9	4.8	14.1
Expected educational attainment										
Less than 2 years of postsecondary education	1.2	21.5	13.3	36.0	64.0	18.1	28.6	3.6	13.8	17.1
2 to 3 years postsecondary education	2.2	18.2	13.9	34.3	65.7	13.8	22.9	10.1	18.9	19.2
Bachelor's degree or higher	10.1	26.4	10.6	47.1	52.9	10.9	19.1	9.3	13.7	19.7
Enrollment status, first term										
Full-time	12.0	30.0	9.7	51.6	48.4	9.4	17.6	9.9	11.5	19.0
Less than full-time	2.1	15.5	13.1	30.7	69.3	16.5	23.7	9.2	20.0	20.0
Enrollment status in 1989-90										
Exclusively part-time	1.5	12.8	9.4	23.6	76.4	15.8	30.2	12.5	18.0	18.7
Mixed	6.6	35.1	11.3	53.0	47.0	0.0	20.1	6.4	20.5	—
Exclusively full-time	12.0	29.3	11.7	52.9	47.1	7.9	16.1	9.3	13.8	21.2
Field of study in 1989-90										
Humanities and social sciences	11.0	32.7	9.3	53.0	47.0	6.6	15.7	9.3	15.5	24.3
Physical and life sciences	—	—	—	—	—	—	—	—	—	—
Engineering, math, and computers	3.4	15.2	15.4	34.0	66.0	15.2	27.6	4.4	18.9	20.0
Education	16.7	37.7	4.7	59.1	40.9	7.8	3.0	24.7	5.5	—
Business and management	7.3	22.4	10.2	39.9	60.2	6.9	27.3	10.0	16.0	19.7
Health	4.7	24.4	25.6	54.7	45.3	0.0	17.1	11.4	16.9	—
Vocational/technical	5.5	25.2	11.2	41.9	58.1	9.4	24.2	9.8	14.6	18.4
Employed while enrolled[4]										
None	3.1	19.9	14.0	37.0	63.0	27.2	16.7	15.3	3.8	18.8
1-50 percent	8.4	30.7	21.0	60.1	39.9	4.5	16.7	5.3	13.5	26.0
More than 50 percent	7.9	22.6	9.3	39.7	60.3	13.4	21.8	9.1	16.0	24.9
Hours worked per week while enrolled										
None	5.6	21.1	19.5	46.2	53.8	14.1	12.6	15.5	11.7	17.7
1-20 hours	11.4	30.9	14.0	56.3	43.7	5.3	17.2	6.3	14.9	23.0
More than 20 hours	6.9	22.3	8.6	37.8	62.2	14.6	23.5	8.7	15.5	18.8

Table 11-1 Percentage distribution of 1989–90 beginning postsecondary students seeking an associate's degree at 2-year institutions, by persistence and attainment as of spring 1994 and selected characteristics—Continued

Selected characteristics	Completed a degree: Highest degree completed: Bachelor's	Completed a degree: Highest degree completed: Associate's	Completed a degree: Highest degree completed: Certificate	Completed a degree: Total any degree	Did not complete a degree: Total no degree	Did not complete a degree: Number of months enrolled[1]: Less than 9 months	Did not complete a degree: Number of months enrolled[1]: 9–18 months	Did not complete a degree: Number of months enrolled[1]: 19–27 months	Did not complete a degree: Number of months enrolled[1]: 28 months or more	Did not complete a degree: Average months enrolled
Received financial aid in 1989-90										
No	6.5	21.2	12.1	39.8	60.2	14.8	20.3	10.0	15.1	18.9
Yes	9.4	28.3	10.2	47.9	52.1	9.1	20.7	8.2	14.2	19.9
Received grant in 1989-90										
No	6.4	22.1	11.7	40.1	59.9	15.1	20.7	9.9	14.2	18.5
Yes	10.1	27.4	10.8	48.3	51.7	7.7	19.9	8.1	16.0	21.0
Received loan in 1989-90										
No	7.8	22.4	12.0	42.2	57.8	13.2	19.5	9.8	15.4	19.6
Yes	5.2	34.2	7.2	46.6	53.4	9.7	28.2	6.2	9.4	15.8
Grade point average in 1989-90										
Below 2.75	8.4	18.8	11.8	38.9	61.1	13.4	20.0	12.5	15.3	19.8
2.75 to 3.24	8.1	26.2	5.8	40.1	59.9	9.2	26.9	8.4	15.4	19.8
3.25 or higher	9.5	30.4	14.1	54.0	46.0	8.2	18.6	5.5	13.7	19.2
Academic integration in 1989-90[5]										
Low	1.6	13.1	8.6	23.2	76.8	26.5	24.5	0.9	25.0	17.5
Moderate	9.3	20.0	11.3	40.6	59.4	13.9	22.6	11.5	11.4	17.8
High	7.8	30.0	12.1	49.9	50.1	8.4	18.1	9.2	14.5	21.1
Social integration in 1989-90[6]										
Low	3.9	11.7	8.4	24.0	76.0	19.8	28.9	10.1	17.2	17.3
Moderate	7.6	25.8	12.4	45.8	54.2	11.8	18.2	10.0	14.3	19.5
High	11.7	30.7	11.7	54.2	45.8	8.9	18.9	6.0	12.0	20.8
Self rating of academic ability										
Above average	10.9	28.9	15.4	55.2	44.8	9.6	11.6	5.8	17.8	22.9
Average or below	6.5	21.7	9.8	38.0	62.0	14.2	23.9	10.3	13.6	18.2

— Too few sample observations for a reliable estimate.

[1] Includes students who are still enrolled.

[2] Limited to students seeking an associate's degree at 2-year institutions.

[3] Students were considered to have a diploma only if they had a regular high school diploma. Students with a GED or other high school credentials were considered to have no diploma.

[4] Percentage of months enrolled in which the student was also employed in 1989–94.

[5] Examines whether the student attended career-related lectures, participated in study groups with other students, talked about academic matters with faculty, or met with an advisor concerning academic plans.

[6] Examines whether the students had contact with faculty outside of class, went places with friends from school, or participated in student assistance centers/programs or school clubs.

NOTE: The number of total cases in a row is used as the denominator in the calculation of the percentage distribution, whereas the number of cases within the cell is used as the denominator in the calculation of averages. If the number of cases in the cell is below 30, a low number will result, despite available estimates for the row as a whole.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

Table 11-2 Percentage distribution of 1989–90 beginning postsecondary students seeking a certificate at 2-year and less-than-2-year institutions, by persistence and attainment as of spring 1994 and selected characteristics

	Completed a degree				Did not complete a degree					
	Highest degree completed			Total	Total	Number of months enrolled[1]				Average
Selected characteristics	Bachelor's	Associate's	Certificate	any degree	no degree	Less than 9 months	9-18 months	19-27 months	28 months or more	months enrolled
Total[2]	**0.5**	**4.3**	**49.7**	**54.5**	**45.5**	**22.7**	**15.7**	**4.4**	**2.8**	**10.5**
Sex										
Male	0.2	2.7	49.3	52.2	47.8	28.7	12.4	5.3	1.4	8.6
Female	0.7	5.3	49.9	55.9	44.1	19.0	17.7	3.8	3.7	11.8
Age as of 12/31/89										
18 years or younger	1.0	8.7	43.1	52.8	47.2	18.7	16.4	7.8	4.2	12.9
19 years	0.3	3.2	62.3	65.7	34.3	14.9	13.9	3.6	1.8	10.7
20 years or older	0.3	2.5	50.0	52.7	47.3	26.4	15.7	2.9	2.3	9.3
Race/ethnicity										
American Indian/Alaskan Native	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—
Black	0.8	2.3	37.3	40.4	59.6	25.4	25.8	3.4	5.0	11.7
Hispanic	1.8	1.2	62.9	65.9	34.1	16.0	3.7	13.0	1.4	14.2
White	0.3	5.4	49.5	55.2	44.8	23.2	15.8	3.8	2.0	9.4
Marital status in 1989-90										
Never married	0.7	5.4	49.3	55.4	44.7	20.0	16.3	5.7	2.7	11.2
Married	0.3	1.5	50.9	52.7	47.3	26.3	14.9	1.7	4.4	9.9
Divorced/separated/widowed	0.0	3.3	51.0	54.2	45.8	26.4	16.8	2.3	0.3	8.5
Number of children in 1989-90										
None	0.5	6.0	49.1	55.7	44.3	20.1	16.8	5.1	2.3	10.9
One	0.5	2.7	49.9	53.0	47.0	22.6	13.5	5.4	5.5	12.5
Two	0.0	1.9	45.9	47.8	52.3	35.7	12.0	3.4	1.2	7.8
Three or more	1.4	1.7	51.5	54.6	45.4	18.2	21.3	0.7	5.3	—
Socioeconomic status										
Lowest quartile	0.5	1.3	47.6	49.4	50.6	26.6	15.6	5.1	3.3	10.7
Middle two quartiles	0.4	4.8	52.3	57.5	42.5	22.9	14.1	2.8	2.8	10.0
Highest quartile	0.8	10.4	44.1	55.4	44.6	11.4	22.8	9.2	1.2	12.1
Income										
Dependent										
Less than $20,000	0.0	7.1	52.9	59.9	40.1	23.1	13.8	1.6	1.6	8.6
20,000-39,999	1.0	4.9	40.6	46.4	53.6	24.7	14.2	10.4	4.3	13.0
40,000-59,999	1.0	7.6	65.2	73.9	26.1	3.9	13.4	1.5	7.3	—
60,000 or more	0.0	8.9	44.8	53.8	46.2	1.1	34.7	10.4	0.0	—
Independent	0.5	2.6	49.6	52.6	47.4	26.3	15.1	3.5	2.4	9.5
Parental educational attainment										
Less than high school	0.5	1.6	50.2	52.3	47.7	29.5	10.1	3.1	5.0	11.0
High school graduate	0.4	2.1	54.0	56.5	43.5	21.1	15.7	4.7	1.9	10.6
Some postsecondary	0.2	7.9	49.4	57.6	42.4	16.0	21.6	1.3	3.6	10.1
Bachelor's degree	2.1	5.6	30.4	38.1	61.9	30.4	20.0	8.2	3.3	—
Advanced degree	1.1	26.5	46.4	74.0	26.0	7.7	4.2	13.4	0.6	—

Table 11-2 Percentage distribution of 1989–90 beginning postsecondary students seeking a certificate at 2-year and less-than-2-year institutions, by persistence and attainment as of spring 1994 and selected characteristics—Continued

	Completed a degree				Did not complete a degree					
	Highest degree completed			Total	Total	Number of months enrolled[1]				Average
Selected characteristics	Bachelor's	Associate's	Certificate	any degree	no degree	Less than 9 months	9–18 months	19–27 months	28 months or more	months enrolled
High school diploma or equivalency status										
High school diploma	0.5	4.9	50.7	56.1	44.0	21.2	15.4	4.3	3.1	11.0
GED/Equivalency certificate	0.6	1.5	45.0	47.1	52.9	30.4	16.4	5.1	1.1	8.4
None	—	—	—	—	—	—	—	—	—	—
Diploma/delayed entry status[3]										
Diploma, did not delay	0.9	8.2	49.8	58.9	41.1	15.4	15.8	5.8	4.1	13.2
Diploma, delayed entry	0.2	2.9	51.2	54.3	45.7	24.7	15.2	3.3	2.5	9.9
No diploma	0.6	1.4	44.7	46.7	53.3	30.2	17.1	4.9	1.1	8.3
Expected educational attainment										
Less than 2 years of postsecondary education	0.4	1.4	56.2	58.0	42.0	24.0	10.6	6.7	0.7	9.5
2 to 3 years of postsecondary education	0.2	4.0	49.8	53.9	46.1	25.0	13.8	3.2	4.1	10.9
Bachelor's degree or higher	1.0	7.7	38.2	46.9	53.1	21.7	23.7	3.1	4.6	11.5
Level of first institution										
2-year	0.2	6.0	37.9	44.0	56.0	27.2	19.2	5.3	4.3	11.2
Less-than-2-year	0.8	2.9	60.0	63.7	36.4	18.8	12.6	3.5	1.5	9.5
Enrollment status, first term										
Full-time	0.7	4.5	56.3	61.5	38.5	23.1	11.6	1.8	2.0	8.8
Less than full-time	0.0	2.8	38.5	41.4	58.7	22.8	23.8	7.5	4.5	12.3
Enrollment status in 1989–90										
Exclusively part-time	0.3	0.3	41.1	41.6	58.4	21.4	22.7	10.3	4.0	12.5
Mixed	—	—	—	—	—	—	—	—	—	—
Exclusively full-time	0.7	5.9	52.1	58.7	41.3	22.0	13.8	2.6	2.9	10.3
Field of study in 1989–90										
Humanities and social sciences	—	—	—	—	—	—	—	—	—	—
Physical and life sciences	—	—	—	—	—	—	—	—	—	—
Engineering, math, and computers	0.0	7.0	58.6	65.6	34.4	9.0	24.4	0.0	1.0	—
Education	—	—	—	—	—	—	—	—	—	—
Business and management	0.8	3.6	58.6	63.0	37.0	10.5	15.2	6.5	4.9	14.5
Health	0.9	4.5	9.5	57.5	42.5	6.0	9.5	3.2	6.2	—
Vocational/technical	0.0	2.1	66.9	69.0	31.0	13.9	12.4	3.8	0.9	10.9
Employed while enrolled[4]										
None	0.0	1.0	56.9	57.9	42.1	25.8	14.6	1.3	0.4	7.0
1–50 percent	1.1	3.6	67.5	72.1	27.9	10.3	9.8	6.6	1.3	12.9
More than 50 percent	0.4	6.0	42.1	48.4	51.6	24.4	18.6	4.6	4.0	11.1
Hours worked per week while enrolled										
None	0.7	1.5	58.8	61.0	39.1	20.7	14.5	1.4	2.4	9.5
1–20 hours	0.8	2.5	71.6	74.8	25.2	12.7	10.6	0.7	1.2	10.7
More than 20 hours	0.3	6.2	40.6	47.2	52.8	25.6	17.3	6.7	3.3	10.9

Table 11-2 **Percentage distribution of 1989–90 beginning postsecondary students seeking a certificate at 2-year and less-than-2-year institutions, by persistence and attainment as of spring 1994 and selected characteristics—Continued**

	Completed a degree				Did not complete a degree					
	Highest degree completed			Total	Total	Number of months enrolled[1]				Average
Selected characteristics	Bachelor's	Associate's	Certificate	any degree	no degree	Less than 9 months	9-18 months	19-27 months	28 months or more	months enrolled
Received financial aid in 1989-90										
No	0.4	5.8	39.3	45.5	54.5	26.7	18.3	7.1	2.4	10.2
Yes	0.6	3.1	57.9	61.6	38.4	19.5	13.6	2.2	3.1	10.8
Received grant in 1989-90										
No	0.5	5.6	43.3	49.5	50.6	25.8	16.6	5.9	2.3	10.1
Yes	0.5	2.6	58.0	61.1	38.9	18.6	14.5	2.3	3.5	11.3
Received loan in 1989-90										
No	0.5	5.0	43.6	49.0	51.0	24.5	17.3	5.6	3.6	11.0
Yes	0.5	2.8	63.8	67.1	32.9	18.6	12.1	1.4	0.9	8.6
Grade point average in 1989-90										
Below 2.75	0.2	3.3	46.0	49.5	50.5	17.6	21.9	9.6	1.4	11.8
2.75 to 3.24	2.1	9.9	36.6	48.6	51.4	17.9	25.4	5.8	2.4	10.8
3.25 or higher	0.5	3.0	61.9	65.4	34.6	21.8	8.2	0.2	4.3	10.6
Academic integration in 1989-90[5]										
Low	0.4	5.9	31.6	37.9	62.1	32.2	17.0	3.6	9.2	11.7
Moderate	0.5	2.3	46.4	49.2	50.8	25.4	16.1	7.5	1.7	10.6
High	0.5	5.2	58.1	63.8	36.2	17.7	14.7	2.2	1.6	9.7
Social integration in 1989-90[6]										
Low	0.3	1.3	37.4	38.9	61.1	34.9	17.4	4.5	4.3	9.7
Moderate	0.5	6.0	51.3	57.8	42.2	19.0	15.5	5.3	2.4	11.1
High	0.7	3.2	59.7	63.6	36.4	18.5	13.6	2.0	2.3	10.3
Self rating of academic ability										
Above average	0.0	3.0	52.4	55.4	44.6	21.6	14.9	6.8	1.3	10.3
Average or below	0.6	4.6	48.4	53.7	46.4	23.4	15.9	3.8	3.3	10.6

— Too few sample observations for a reliable estimate.

[1] Includes students who are still enrolled.

[2] Limited to students seeking a certificate at 2-year and less-than-2-year institutions.

[3] Students were considered to have a diploma only if they had a regular high school diploma. Students with a GED or other high school credentials were considered to have no diploma.

[4] Percentage of months enrolled in which the student was also employed in 1989–94.

[5] Examines whether the student attended career-related lectures, participated in study groups with other students, talked about academic matters with faculty, or met with an advisor concerning academic plans.

[6] Examines whether the students had contact with faculty outside of class, went places with friends from school, or participated in student assistance centers/programs or school clubs.

NOTE: The number of total cases in a row is used as the denominator in the calculation of the percentage distribution, whereas the number of cases within the cell is used as the denominator in the calculation of averages. If the number of cases in the cell is below 30, a low number will result, despite available estimates for the row as a whole.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

Table 11-3 Percentage distribution of 1989–90 beginning postsecondary students seeking an associate's degree or certificate, by selected characteristics

Selected characteristics	Degree attempted	
	Associate's degree	Certificate
Total[1]	**30.9**	**16.3**
Sex		
Male	44.7	38.0
Female	55.3	62.0
Age as of 12/31/89		
18 years or younger	43.7	28.2
19 years	19.9	13.3
20 years or older	36.5	58.6
Race/ethnicity		
American Indian/Alaskan Native	0.5	0.9
Asian/Pacific Islander	1.3	3.5
Black	9.9	14.7
Hispanic	9.5	8.6
White	78.8	72.3
Marital status in 1989–90		
Never married	77.3	62.3
Married	16.4	25.7
Divorced/separated/widowed	6.2	12.0
Number of children in 1989–90		
None	82.4	62.2
One	7.4	17.2
Two	6.5	13.7
Three or more	3.7	6.9
Socioeconomic status		
Lowest quartile	17.3	34.0
Middle two quartiles	53.3	53.3
Highest quartile	29.4	12.7
Income		
Dependent		
Less than $20,000	16.9	16.0
20,000–39,999	24.3	14.3
40,000–59,999	17.4	7.1
60,000 or more	8.0	5.2
Independent	33.6	57.4
Parental educational attainment		
Less than high school	12.1	23.2
High school graduate	41.4	41.4
Some postsecondary	21.2	22.6
Bachelor's degree	13.7	9.0
Advanced degree	11.7	3.8

Table 11-3 **Percentage distribution of 1989–90 beginning postsecondary students seeking an associate's degree or certificate, by selected characteristics—Continued**

Selected characteristics	Degree attempted	
	Associate's degree	Certificate
High school diploma or equivalency status		
High school diploma	91.3	83.2
GED/Equivalency certificate	8.7	16.4
None	0.0	0.4
Diploma/delayed entry status[2]		
Diploma, did not delay	57.9	31.4
Diploma, delayed entry	33.4	51.8
No diploma	8.7	16.8
Expected educational attainment		
Less than 2 years of postsecondary education	4.7	44.3
2 to 3 years of postsecondary education	24.0	22.9
Bachelor's degree or higher	71.3	32.8
Level of first institution		
2-year	100.0	46.7
Less-than-2-year	(3)	53.3
Enrollment status, first term		
Full-time	58.3	63.6
Less than full-time	41.7	36.4
Field of study in 1989–90		
Humanities and social sciences	19.0	5.6
Physical and life sciences	3.4	0.0
Engineering, math, and computers	13.6	8.3
Education	6.2	2.5
Business and management	30.5	30.1
Health	10.5	11.2
Vocational/technical	16.7	42.4
Employed while enrolled[4]		
None	6.8	21.6
1–50 percent	17.6	18.0
More than 50 percent	75.6	60.4
Hours worked per week while enrolled		
None	16.9	32.0
1–20 hours	18.6	10.5
More than 20 hours	64.5	57.5

Table 11-3 **Percentage distribution of 1989–90 beginning postsecondary students seeking an associate's degree or certificate, by selected characteristics—Continued**

Selected characteristics	Degree attempted	
	Associate's degree	Certificate
Received financial aid in 1989-90		
No	64.7	44.3
Yes	35.3	55.7
Received grant in 1989-90		
No	69.3	56.9
Yes	30.7	43.1
Received loan in 1989-90		
No	89.0	69.8
Yes	11.0	30.2
Grade point average in 1989-90		
Below 2.75	57.5	38.7
2.75 to 3.24	20.1	19.5
3.25 or higher	22.5	41.8
Academic integration in 1989-90[5]		
Low	12.6	16.1
Moderate	42.2	38.1
High	45.3	45.8
Social integration in 1989-90[6]		
Low	22.7	25.8
Moderate	55.9	54.2
High	21.4	20.0
Self rating of academic ability		
Above average	26.0	22.9
Average or below	74.0	77.1

[1] Limited to students seeking an associate's degree at 2-year institutions or a certificate at 2-year and less-than-2-year institutions.

[2] Students were considered to have a diploma only if they had a regular high school diploma. Students with a GED or other high school credentials were considered to have no diploma.

[3] Not applicable.

[4] Percentage of months enrolled in which the student was also employed in 1989-94.

[5] Examines whether the student attended career-related lectures, participated in study groups with other students, talked about academic matters with faculty, or met with an advisor concerning academic plans.

[6] Examines whether the students had contact with faculty outside of class, went places with friends from school, or participated in student assistance centers/programs or school clubs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

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Note to Indicator 11: Postsecondary persistence and degree completion

This analysis was constructed using data from the 1990 Beginning Postsecondary Students Longitudinal Study (BPS:90/94). BPS is based on a subsample of the 1990 National Postsecondary Student Aid Study (NPSAS:90), which consists of students beginning their postsecondary education for the first time at community colleges, vocational schools, and institutions granting bachelor's degrees during the 1989–90 academic year. The BPS First Follow-up was conducted in the spring of 1992, 2 years following the students' entry into postsecondary education, and the Second Follow-up was conducted during the spring of 1994. BPS provides detailed information regarding individual students' attendance patterns for 5 years following their first enrollment in postsecondary education.

The analysis examines persistence toward and completion of postsecondary degrees for students whose initial postsecondary degree objective was an associate's degree and who were initially enrolled at a 2-year institution. It also examines the persistence of students seeking a postsecondary certificate who were initially enrolled at either a 2-year or less-than-2-year institution. Whether the student was seeking an associate's degree or a certificate was determined by their response to the question "Toward which degree or other award are the courses you are taking leading?"

In constructing the analysis, students were first divided into two broad categories: those who completed a postsecondary degree and those who did not. Students who had completed a degree or certificate were categorized according to the highest degree attained. The remaining students who after 5 years had not completed a degree (bachelor's degree, associate's degree, or certificate), or who were still enrolled, were categorized according to the number of months they were (have been) enrolled in postsecondary education. It is important to note that the number of months enrolled is not necessarily continuous months; therefore, those months cannot be used as an indicator of when the student left postsecondary education. Rather, presenting the data in this manner was designed to give the reader a measure of the potential benefit derived from postsecondary attendance, even without having completed a degree.

Table 12-1 Average undergraduate tuition, room, and board (in 1996 constant dollars) as a percentage of income of all families, by control of institution and selected family income percentiles: 1964–95

	Public institutions				Private institutions			
	Tuition, room, and board	Family income percentiles			Tuition, room, and board	Family income percentiles		
Year		20th	50th	80th		20th	50th	80th
1964	$4,772	29.0	14.4	9.2	$9,580	58.3	28.8	18.6
1965	4,834	27.7	14.0	9.0	9,859	56.6	28.5	18.3
1966	4,891	25.6	13.4	8.7	10,124	53.1	27.7	17.9
1967	4,909	25.5	13.2	8.5	10,173	52.8	27.3	17.6
1968	4,914	24.0	12.6	8.1	10,210	49.8	26.2	16.9
1969	4,997	23.4	12.4	7.9	10,508	49.1	26.0	16.7
1970	5,083	24.7	12.7	8.1	10,814	52.5	27.1	17.2
1971	5,174	25.6	13.0	8.2	11,122	55.1	27.9	17.7
1972	5,344	25.4	12.8	8.0	11,135	52.9	26.7	16.7
1973	5,105	23.8	12.0	7.5	10,647	49.5	25.0	15.6
1974	4,735	22.5	11.5	7.2	10,309	48.9	25.1	15.7
1975	4,713	23.4	11.8	7.3	10,363	51.4	25.9	16.1
1976	4,783	23.3	11.6	7.3	10,442	50.9	25.3	15.8
1977	4,730	23.1	11.4	7.0	10,416	50.9	25.1	15.5
1978	4,567	21.8	10.8	6.6	10,339	49.3	24.4	15.0
1979	4,376	20.7	10.3	6.4	9,927	46.9	23.4	14.6
1980	4,298	21.9	10.7	6.5	9,908	50.6	24.7	15.1
1981	4,440	23.6	11.5	6.9	10,280	54.6	26.6	15.9
1982	4,708	25.9	12.4	7.2	11,062	60.7	29.0	17.0
1983	4,865	26.4	12.5	7.4	11,574	62.9	29.8	17.5
1984	5,056	26.8	12.7	7.4	12,167	64.5	30.5	17.8
1985	5,149	26.8	12.7	7.4	12,811	66.6	31.7	18.3
1986	5,367	27.0	12.7	7.4	13,648	68.7	32.4	18.9
1987	5,485	27.5	12.9	7.5	14,238	71.4	33.4	19.5
1988	5,533	27.6	13.0	7.5	14,486	72.3	33.9	19.5
1989	5,565	27.5	12.9	7.4	14,850	73.3	34.3	19.7
1990	5,573	27.6	13.1	7.5	15,126	74.8	35.6	20.5
1991	5,829	29.8	14.1	8.0	15,788	80.6	38.1	21.8
1992	5,922	31.2	14.4	8.2	16,110	84.9	39.1	22.4
1993	6,110	33.0	15.1	8.4	16,628	89.8	41.2	22.8
1994[1]	6,223	32.7	15.1	8.4	16,907	88.7	41.1	22.8
1995[2]	6,349	32.2	15.2	8.5	17,474	88.5	41.7	23.4

[1] Revised from previously published figures.

[2] Preliminary data based on fall 1994 enrollment weights.

NOTE: Tuition data are for academic years beginning 1964-95, and family income data are for calendar years 1964-95. Both calendar and school year Consumer Price Indexes (CPIs) were used to calculate constant dollar figures. "Tuition, room, and board" are for 2-year and 4-year colleges and universities. In-state tuition and fees were used for public institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, tables 37 and 309 (based on IPEDS "Fall Enrollment" and "Institutional Characteristics" surveys). U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-60, "Income, Poverty and Valuation of Non-Cash Benefits," various years (based on the March Current Population Surveys).

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Table 12-2 **Average undergraduate tuition, room, and board (in 1996 constant dollars) as a percentage of income of families with children 6 to 17 years old,[1] by control of institution and selected family income percentiles: 1975–95**

	Public institutions						Private institutions					
	Tuition, room,	Family income percentile					Tuition, room,	Family income percentile				
Year	and board	10th	25th	50th	75th	90th	and board	10th	25th	50th	75th	90th
1975	$4,713	31.1	16.4	10.2	7.3	5.4	$10,363	68.4	36.1	22.5	16.0	11.8
1976	4,783	30.9	16.3	10.0	7.1	5.3	10,442	67.4	35.6	21.8	15.6	11.5
1977	4,730	30.8	16.3	9.8	7.0	5.2	10,416	67.7	35.8	21.6	15.4	11.4
1978	4,567	30.2	15.6	9.4	6.8	5.0	10,339	68.4	35.2	21.3	15.4	11.3
1979	4,376	28.0	15.1	9.1	6.3	4.6	9,927	63.6	34.3	20.7	14.4	10.5
1980	4,298	32.3	16.3	9.6	6.6	4.8	9,908	74.6	37.6	22.1	15.1	11.1
1981	4,440	34.7	17.7	10.2	7.0	5.1	10,280	80.3	41.0	23.6	16.1	11.8
1982	4,708	41.5	19.5	11.0	7.4	5.4	11,062	97.5	45.8	25.9	17.5	12.6
1983	4,865	42.4	20.4	11.5	7.5	5.4	11,574	100.9	48.4	27.3	17.9	13.0
1984	5,056	43.7	20.5	11.7	7.7	5.5	12,167	105.2	49.3	28.1	18.5	13.2
1985	5,149	43.1	20.3	11.5	7.7	5.5	12,811	107.3	50.5	28.6	19.1	13.8
1986	5,367	46.4	21.3	11.9	7.8	5.6	13,648	118.0	54.1	30.2	19.8	14.2
1987	5,485	47.7	21.7	11.8	7.8	5.6	14,238	123.8	56.2	30.8	20.2	14.6
1988	5,533	44.2	21.5	12.0	7.9	5.7	14,486	115.8	56.2	31.3	20.6	14.8
1989	5,565	43.6	21.4	12.0	7.9	5.6	14,850	116.3	57.1	32.1	21.2	15.0
1990	5,573	46.3	22.2	12.6	8.2	5.7	15,126	125.7	60.2	34.2	22.2	15.6
1991	5,829	52.3	23.9	13.2	8.7	6.2	15,788	141.7	64.8	35.8	23.6	16.8
1992	5,922	51.5	24.8	13.6	8.8	6.2	16,110	140.1	67.5	37.0	24.0	17.0
1993	6,110	58.0	26.6	14.3	9.1	6.3	16,628	157.8	72.3	38.8	24.7	17.1
1994[2]	6,223	55.0	26.2	14.2	9.1	6.3	16,907	149.5	71.3	38.7	24.8	17.2
1995[3]	6,349	52.1	25.8	14.2	9.2	6.4	17,474	143.4	71.1	39.1	25.3	17.5

[1] These families may have children aged 18 and older; however, they have at least one child between the ages of 6 and 17 and none under age 6. All families, not just married-couple families, are included.

[2] Revised from previously published figures.

[3] Preliminary data based on fall 1994 enrollment weights.

NOTE: Tuition data are for academic years beginning 1975–95, and family income data are for calendar years 1975–95. Both calendar and school year Consumer Price Indexes (CPIs) were used to calculate constant dollar figures. "Tuition, room, and board" are for 2-year and 4-year colleges and universities. In-state tuition and fees were used for public institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, tables 37 and 309 (based on IPEDS "Fall Enrollment" and "Institutional Characteristics" surveys). U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-60, "Income, Poverty and Valuation of Non-Cash Benefits," various years (based on the March Current Population Surveys).

Table 12-3 Average undergraduate tuition and fees (in 1996 constant dollars) paid by students in higher education institutions, by control and type of institution: Academic years beginning 1964–95

Academic year beginning	Public institutions				Private institutions			
	Total	Universities	Other 4-year	2-year	Total	Universities	Other 4-year	2-year
1964	$1,221	$1,497	$1,125	$497	$5,466	$6,515	$5,139	$3,526
1965	1,264	1,608	1,185	536	5,674	6,732	5,340	3,776
1966	1,311	1,716	1,235	577	5,877	6,940	5,539	4,028
1967	1,306	1,689	1,236	664	5,984	7,077	5,707	4,115
1968	1,298	1,658	1,236	748	6,084	7,206	5,873	4,206
1969	1,342	1,774	1,271	739	6,367	7,514	6,097	4,295
1970	1,386	1,888	1,311	739	6,651	7,820	6,331	4,380
1971	1,434	2,006	1,350	732	6,939	8,133	6,562	4,469
1972	1,492	2,074	1,668	854	6,957	8,159	6,766	4,475
1973	1,474	1,955	1,558	922	6,693	7,992	6,478	4,385
1974	1,309	1,815	1,357	839	6,413	7,919	5,920	4,141
1975	1,225	1,816	1,327	693	6,428	8,151	5,896	4,037
1976	1,280	1,842	1,507	758	6,594	8,155	6,286	4,256
1977	1,282	1,844	1,493	768	6,573	8,117	6,312	4,272
1978	1,243	1,780	1,426	750	6,568	7,988	6,348	4,193
1979	1,179	1,697	1,338	717	6,326	7,702	6,104	4,167
1980	1,150	1,657	1,307	708	6,336	7,743	6,141	4,370
1981	1,190	1,737	1,355	724	6,590	8,148	6,423	4,343
1982	1,276	1,861	1,496	756	7,096	8,925	6,920	4,809
1983	1,374	1,979	1,622	814	7,477	9,584	7,285	4,777
1984	1,440	2,056	1,657	866	7,884	10,151	7,618	5,170
1985	1,506	2,215	1,668	924	8,347	10,632	8,134	5,295
1986	1,560	2,329	1,760	932	8,909	11,450	8,705	5,196
1987	1,650	2,338	1,906	956	9,465	11,880	8,904	5,636
1988	1,663	2,390	1,962	945	9,659	12,236	9,285	6,237
1989	1,676	2,514	1,987	934	10,067	12,787	9,611	6,421
1990	1,704	2,530	2,000	966	10,278	13,332	9,829	6,526
1991	1,844	2,736	2,194	1,063	10,709	13,841	10,278	6,530
1992	1,961	2,867	2,413	1,129	10,944	14,372	10,495	6,670
1993	2,084	3,026	2,532	1,207	11,344	14,888	10,838	6,835
1994	2,146	3,106	2,607	1,244	11,591	15,165	11,113	7,213
1995*	2,210	3,200	2,702	1,264	12,042	15,823	11,469	7,148

* Preliminary data based on fall 1994 enrollment weights.

NOTE: In-state tuition and fees were used for public institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, tables 37 and 309 (based on IPEDS "Fall Enrollment" and "Institutional Characteristics" surveys).

Table 13-1 **Percentage of 1989–90 beginning postsecondary students, by average hours worked per week while enrolled, attendance status up to first attainment, if any, or last enrollment, and selected characteristics**

		Average hours worked per week while enrolled[1]			Attendance status	
Selected characteristics	Did not work	Less than 15 hours	15–33 hours	34 or more hours	Exclusively part time	More than part time
Total	**10.9**	**31.2**	**43.4**	**14.5**	**18.8**	**81.2**
Sex						
Male	8.1	29.6	45.4	16.9	19.5	80.5
Female	13.3	32.6	41.7	12.5	18.2	81.8
Age as of 12/31/89						
18 years or younger	5.7	39.1	46.5	8.8	7.0	93.0
19 years	10.0	31.5	44.6	13.9	15.0	85.0
20 years or older	22.0	14.9	36.4	26.7	45.2	54.8
Race/ethnicity						
American Indian/Alaskan Native	5.5	24.0	59.7	10.8	32.0	68.0
Asian/Pacific Islander	17.3	44.3	25.9	12.5	13.5	86.5
Black	18.9	33.9	36.1	11.0	22.9	77.1
Hispanic	11.4	28.0	45.0	15.5	22.4	77.6
White	9.6	30.6	44.8	15.0	18.1	81.9
Marital status in 1989–90						
Never married	7.6	34.3	46.3	11.9	12.2	87.8
Married	26.0	15.2	29.6	29.2	50.7	49.3
Divorced-widowed-separated	29.5	17.8	31.6	21.1	41.8	58.2
Number of children in 1989–90						
None	7.5	33.5	46.1	12.8	14.1	86.0
One	26.7	16.4	29.0	28.0	40.8	59.2
Two	30.8	19.0	25.6	24.6	45.0	55.0
Three or more	35.3	13.3	32.6	18.7	39.6	60.4
Dependency status						
Dependent	6.6	36.8	46.4	10.3	9.5	90.5
Independent	23.3	15.2	34.7	26.8	45.5	54.5
Income						
Dependent						
Less than $20,000	11.1	31.4	46.8	10.7	13.8	86.2
20,000–39,999	5.3	33.2	49.4	12.2	11.7	88.3
40,000–59,999	4.5	37.9	47.6	10.0	7.6	92.4
60,000 or more	6.2	46.2	40.1	7.5	4.3	95.7
Independent	23.3	15.2	34.7	26.8	45.5	54.5
Socioeconomic status						
Lowest quartile	21.1	18.9	36.7	23.3	40.0	60.0
Middle two quartiles	12.7	26.4	44.2	16.7	22.6	77.4
Highest quartile	5.1	41.1	44.9	8.9	6.7	93.3
Parents' educational attainment						
Less than high school	17.4	17.7	37.5	27.4	33.8	66.3
High school graduate	11.4	25.7	46.4	16.5	24.6	75.4
Some postsecondary	10.0	29.6	48.3	12.1	14.2	85.8
Bachelor's degree	5.8	43.2	41.2	9.9	8.3	91.7
Advanced degree	7.6	43.8	42.2	6.5	5.3	94.7

Table 13-1 **Percentage of 1989–90 beginning postsecondary students, by average hours worked per week while enrolled, attendance status up to first attainment, if any, or last enrollment, and selected characteristics—Continued**

		Average hours worked per week while enrolled[1]			Attendance status	
Selected characteristics	Did not work	Less than 15 hours	15–33 hours	34 or more hours	Exclusively part time	More than part time
High school diploma or equivalency status						
High school diploma	9.8	32.0	44.2	14.1	17.7	82.3
GED/Equivalency certificate	26.0	20.0	32.2	21.8	35.5	64.6
Neither	—	—	—	—	—	—
Expected educational attainment 1989–90						
Less than 2 years of postsecondary education	27.1	11.7	32.8	28.4	35.0	65.0
2 to 3 years of postsecondary education	15.1	19.3	43.1	22.5	39.5	60.5
Bachelor's degree or higher	7.7	35.9	45.4	11.0	12.3	87.7
Diploma/delayed entry status[2]						
Diploma, did not delay	6.4	38.4	46.2	9.1	7.1	92.9
Diploma, delayed entry	18.5	15.5	39.1	26.8	44.8	55.2
No diploma	27.2	19.7	31.7	21.5	35.3	64.7
Degree working toward 1989–90						
Certificate	28.1	13.8	32.5	25.7	36.8	63.2
Associate's degree	9.2	24.3	49.2	17.4	22.3	77.8
Bachelor's degree	5.7	42.4	44.4	7.5	6.3	93.7
Control and type of first institution[3]						
Public 4-year	5.4	41.1	46.7	6.8	5.1	94.9
Private, not-for-profit 4-year	5.7	52.8	36.5	4.9	5.1	94.9
Public 2-year	9.8	22.2	46.2	21.8	29.2	70.8
Private, for-profit	32.2	15.9	34.6	17.3	31.1	68.9
Field of study 1989–90						
Humanities and social sciences	7.0	36.8	48.0	8.3	10.0	90.0
Physical and life sciences	4.1	41.1	49.6	5.2	3.3	96.7
Engineering, math, and computer science	9.1	36.2	39.5	15.3	24.8	75.2
Education	7.1	46.0	42.1	4.9	3.8	96.2
Business and management	11.7	29.1	43.4	15.8	20.3	79.8
Health	13.6	39.6	41.4	5.4	8.1	91.9
Vocational / technical	13.7	23.0	47.6	15.8	24.3	75.7
Enrollment status in 1989–90						
Exclusively part time	10.8	11.5	44.4	33.3	69.8	30.2
Mixed	5.4	33.6	52.8	8.2	0.0	100.0
Exclusively full time	10.4	35.6	45.0	9.0	0.0	100.0
Attendance status						
Exclusively part time	16.4	5.9	37.2	40.5	100.0	0.0
At least some full time	9.6	37.0	44.8	8.5	0.0	100.0

Table 13-1 **Percentage of 1989–90 beginning postsecondary students, by average hours worked per week while enrolled, attendance status up to first attainment, if any, or last enrollment, and selected characteristics—Continued**

Selected characteristics	Did not work	Average hours worked per week while enrolled[1] Less than 15 hours	15–33 hours	34 or more hours	Attendance status Exclusively part time	More than part time
Received financial aid in 1989–90						
No	8.5	28.8	44.4	18.3	23.8	76.2
Yes	13.7	34.0	42.2	10.1	12.8	87.2
Received grant in 1989–90						
No	9.1	29.1	44.4	17.4	22.7	77.3
Yes	13.8	34.6	41.8	9.8	12.5	87.5
Received loan in 1989–90						
No	10.6	29.8	43.8	15.7	21.0	79.0
Yes	11.8	36.8	41.7	9.7	9.9	90.1
Grade point average in 1989–90						
Below 2.75	8.2	31.7	47.0	13.1	13.9	86.1
2.75 to 3.24	7.3	34.1	45.8	12.9	16.0	84.0
3.25 or higher	12.1	33.5	41.6	12.9	21.4	78.6
Self rating of academic ability						
Above average	9.9	38.9	42.3	8.9	11.7	88.3
Average or below	11.3	27.1	44.1	17.5	22.3	77.7
Academic integration in 1989–90[4]						
Low	12.7	17.6	37.4	32.2	44.7	55.3
Moderate	11.2	27.0	44.4	17.5	25.4	74.7
High	10.3	36.2	44.1	9.5	9.9	90.1
Social integration in 1989–90[5]						
Low	15.5	12.9	37.7	33.9	49.3	50.7
Moderate	12.0	31.2	42.9	13.8	17.6	82.4
High	6.8	39.3	47.1	6.9	6.6	93.4
Average hours worked per week while enrolled						
Did not work	100.0	0.0	0.0	0.0	28.3	71.8
Less than 15 hours	0.0	100.0	0.0	0.0	3.6	96.5
15–33 hours	0.0	0.0	100.0	0.0	16.1	83.9
34 or more hours	0.0	0.0	0.0	100.0	52.4	47.7

— Too few cases for a reliable estimate.

[1] "Average hours worked per week while enrolled" was calculated relative to students' enrollment and included only hours for those months students were both working and enrolled up to first attainment (if any) or last enrollment.

[2] Students were considered to have a diploma only if they had a regular high school diploma. Students with a GED or other high school credentials were considered to have no diploma.

[3] Does not include students enrolled in either public less-than-2-year or private, not-for-profit less-than-4-year institutions.

[4] Includes whether the student attended career-related lectures, participated in study groups with other students, talked about academic matters with faculty, or met with an advisor concerning academic plans.

[5] Includes whether the students had contact with faculty outside of class, went places with friends from school, or participated in student assistance centers/programs or school clubs.

NOTE: Due to rounding, details may not add to 100.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

Table 13-2 **Percentage of 1989–90 beginning postsecondary students who attained a degree or who were still enrolled by spring 1994, by control and type of first institution, average hours worked per week while enrolled,[1] and attendance status up to first attainment, if any, or last enrollment**

Average hours worked per week while enrolled[1]	Total[2]	Control and type of first institution: Public 4-year	Private, not-for-profit 4-year	Public 2-year	Private, for-profit
Total	**63.0**	**73.2**	**80.5**	**51.4**	**61.4**
Did not work	51.8	55.9	72.8	43.1	55.2
Less than 15 hours	78.8	83.7	86.6	68.5	73.4
15–33 hours	65.3	72.0	78.0	56.9	70.4
34 or more hours	30.7	30.7	40.3	26.1	45.3
		Exclusively part time			
Total	**24.9**	**11.2**	**24.9**	**19.6**	**48.8**
Did not work	19.4	—	—	—	43.2
Less than 15 hours	29.1	—	—	—	—
15–33 hours	32.4	—	38.5	25.8	69.4
34 or more hours	19.0	9.2	—	16.2	32.7
		At least some full time			
Total	**71.9**	**76.6**	**83.5**	**64.5**	**67.1**
Did not work	64.7	63.3	82.2	62.2	61.6
Less than 15 hours	80.7	84.7	87.5	70.9	79.1
15–33 hours	71.6	74.4	80.6	67.2	70.8
34 or more hours	43.7	40.3	50.1	41.3	54.5

— Too few sample observations for a reliable estimate.

[1] "Average hours worked per week while enrolled" was calculated relative to students' enrollment and included only hours for those months students were both working and enrolled up to first attainment (if any) or last enrollment.

[2] Although not shown separately, totals include students enrolled in either public less-than-2-year or private, not-for-profit less-than-4-year institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

Note to Indicator 13: Employment and postsecondary persistence and attainment

This analysis was constructed using data from the Beginning Postsecondary Student Longitudinal Study (BPS:90/94). BPS is based on a sub-sample of the 1990 National Postsecondary Student Aid Study (NPSAS:90) which consists of students beginning their postsecondary education for the first time at community colleges, vocational schools, and institutions granting bachelor's degrees during the 1989–90 academic year. The first BPS follow-up survey was conducted in the spring of 1992, two years following the student's entry into postsecondary education and the second follow-up was conducted during the spring of 1994. BPS provides detailed information regarding individual students' attendance patterns for five years following their first enrollment into postsecondary education.

The analysis examines the relationship between students' cumulative working status and their postsecondary outcomes according to the first type of institution in which they enrolled. Postsecondary outcomes were defined as whether the student had attained a degree or was still enrolled 5 years after initial entry into postsecondary education.

Average hours worked per week while enrolled

Students were divided into four categories based on the average number of hours they worked per week while enrolled up to their first attainment (if any) or last enrollment. These categories included no work, worked 1–15 hours per week, worked 15–33 hours per week, and worked 34 or more hours per week while enrolled. Average hours worked while enrolled was calculated relative to students' enrollment and included only hours for those months that students were both working and enrolled up to their first attainment (if any) or last enrollment. Students missing employment or enrollment information for any part of this period were excluded from the analysis.

Table 14-1 **Percentage of employed individuals who took one or more courses during the previous 12 months to improve their current job skills, by work status and worker characteristics: 1991 and 1995**

	All workers		Full-time		Part-time	
Worker characteristics	1991	1995	1991	1995	1991	1995
Total	**29.5**	**32.0**	**33.1**	**35.7**	**16.4**	**20.2**
Sex						
Male	29.3	31.0	32.3	33.0	8.9	12.5
Female	29.7	35.3	34.2	39.5	19.7	23.6
Race/ethnicity[1]						
White	31.6	35.0	35.3	37.7	18.0	22.4
Black	20.1	29.7	22.6	33.3	7.5	11.3
Hispanic	22.7	19.0	26.8	20.4	10.7	12.7
Asian/Pacific Islander	20.6	26.8	22.4	30.4	15.1	10.4
Age[2]						
16–19	7.3	11.4	10.4	17.4	4.8	5.6
20–24	20.4	22.3	26.0	25.9	9.5	14.8
25–34	29.7	33.7	32.0	35.5	19.4	22.7
35–44	36.1	38.0	38.4	39.6	23.9	27.8
45–54	29.9	38.1	32.4	39.9	15.8	24.8
55–64	28.4	26.6	32.3	28.2	17.3	19.8
65 and older	18.6	13.2	29.1	15.7	9.2	10.9
Educational attainment[3]						
Less than high school graduate	6.8	12.9	8.2	14.8	2.8	5.4
High school graduate	19.0	23.4	21.2	25.3	10.8	14.6
Vocational/trade school	36.7	35.7	39.4	38.0	23.4	24.1
Some college	33.1	35.4	39.4	38.7	16.1	24.3
Bachelor's degree	46.6	44.9	49.4	47.5	32.4	27.4
Advanced degree	50.3	49.9	53.4	52.0	34.9	34.1
Occupation[4]						
Executive, professional, technical	49.9	49.9	51.2	51.4	41.2	39.9
Executive, administrative, managerial	47.1	43.1	47.8	44.5	34.3	25.5
Professional	51.3	54.9	53.2	57.2	42.8	42.9
Technical	49.7	49.9	52.2	50.9	36.9	45.7
Sales and administrative support	24.0	29.4	28.4	33.0	11.2	15.5
Sales	23.5	24.8	28.0	29.5	10.1	10.9
Administrative support	24.3	32.8	28.6	35.4	11.9	20.5
Service	17.8	24.6	22.4	28.9	12.0	16.7
Farming	7.0	13.8	7.3	15.2	4.0	7.1
Precision production, craft, and repair	21.4	27.4	22.4	29.5	9.9	2.5

Table 14-1 Percentage of employed individuals who took one or more courses during the previous 12 months to improve their current job skills, by work status and worker characteristics: 1991 and 1995—Continued

	All workers		Full-time		Part-time	
Worker characteristics	1991	1995	1991	1995	1991	1995
Operators, fabricators, laborers	19.2	17.2	21.7	17.8	8.0	10.8
Machine operators, assemblers, inspectors	21.9	17.9	24.3	18.7	3.8	1.3
Transportation and material movers	17.2	18.3	19.9	18.2	8.3	19.4
Handlers, equipment cleaners, laborers	15.4	11.8	16.7	12.8	12.2	5.7
Industry[4]						
Agriculture, forestry, and fisheries	9.6	17.0	10.2	18.9	6.5	7.9
Mining	28.5	41.7	28.5	42.3	—	—
Construction	18.5	20.5	20.1	22.5	2.5	7.2
Manufacturing	28.7	27.1	30.8	27.8	9.1	12.1
Transportation, communications, public utilities	29.2	38.2	30.7	39.1	17.3	29.8
Trade	18.4	16.0	22.2	19.1	10.0	8.0
Finance, insurance, and real estate	43.8	44.2	49.8	48.0	20.4	21.6
Services	32.5	39.2	37.4	43.1	20.9	27.0
Public administration	47.3	52.9	49.2	53.8	22.5	41.6

— Too few sample observations for a reliable estimate.

[1] Included in the total but not shown separately are other racial/ethnic groups.

[2] Age as of December 31, 1990 for 1991 data, and as of December 31, 1994 for 1995 data.

[3] In 1995, among those currently employed workers who were categorized as "less than high school graduate," 29 percent responded that they had obtained a high school diploma or a GED equivalency.

[4] If respondent had more than one job, "occupation" and "industry" were based on the first job reported.

NOTE: The survey questions were constructed differently in 1995. However, the response categories used in this analysis were similar to those used in the 1991 survey. See the supplemental note to this indicator for further discussion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1991 and 1995 (Adult Education Component).

Table 14-2 **Percentage of employed and unemployed individuals aged 25–64 who participated in job related training during the previous 12 months, by highest education level, country, and sex: 1993**

County and sex	Education level Primary	Lower Secondary	Upper Secondary	Non-university tertiary	University-level	All levels
			Employed			
Australia[1]	20	33	35	53	67	38
Male	18	32	33	50	66	37
Female	21	34	38	57	69	40
Canada	6	12	25	35	43	28
Male	6	13	22	36	40	27
Female	5	11	28	34	47	30
Finland[2]	(3)	27	40	61	61	41
Male	(3)	26	37	58	58	38
Female	(3)	29	44	63	65	44
France[4]	8	28	42	72	57	40
Male	7	26	40	76	46	38
Female	8	30	46	69	75	43
Germany[5]	(3)	15	28	43	50	33
Male	(3)	—	29	44	50	35
Female	(3)	14	28	40	50	31
Switzerland	—	16	39	51	53	38
Male	—	(14)	41	52	52	42
Female	—	17	37	45	56	34
United States[6]	7	13	24	36	49	34
Male	8	11	21	34	45	31
Female	6	15	27	38	54	36
			Unemployed			
Australia[1]	12	25	25	43	53	24
Canada	6	6	15	24	30	16
France[4]	14	22	38	66	75	35
Germany[5]	8	10	19	24	21	16
Switzerland	—	—	—	—	—	33
United States[6]	6	10	11	17	24	14

—Not available.

[1] Estimates of continuing education and training include studying part time, enrolling for the whole year or part of the year in external courses, and attending training courses organized within or outside of the work place (including some government training programs). Individuals who enrolled only in full-time programs at any time during the 12 months preceding the survey and those who pursued only on-the-job training are excluded.

[2] Only employer-sponsored training is included.

[3] Data included in another category of the question or in another question.

[4] 1994 data. Employees of small enterprises who received training were included.

[5] 1994 data. Initial training of students over age 25 in vocational schools and in the dual system is not included. Forms of continuing vocational training other than formal courses were excluded. These activities may include participation in short events such as lectures or half-day seminars, familiarization at the work place, computer-aided learning at the work place, workshop circles, or learning workshops. Data on training for those unemployed include formal training as well as on-the-job training if the training was subsidized by the Federal Labor Agency.

[6] 1995 data. Data do not include full-time students. Individuals who completed upper secondary education but did not obtain a diploma were included in "lower secondary education." Employed persons who were on vacation during the survey week were included in the total number of persons employed.

SOURCE: Organization for Economic Co-operation and Development, *Education at a Glance: OECD Indicators*, Indicator P8, 1996.

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Note to Indicator 14: Skill improvement training

Change between NHES 1991 and 1995

In 1995, the National Household Education Survey (NHES) questionnaire items on adult education and skill improvement training were constructed differently than those in the NHES 1991 questionaire. In NHES 1991, different types of adult education courses and the main reasons for taking these courses could be obtained from the following item: "What was your main reason for taking (name 1 course)?" Response categories for this question included the following:

- A personal, family, or social reason;
- To improve, advance, or keep up-to-date on current job;
- To train for a new job or a new career;
- To improve your basic reading, writing, or math skills;
- To meet a requirement for a diploma, degree, or certificate of completion;
- Some other reason.

The participation rates for skill improvement training for 1991 were based on the number of respondents who chose the second response category, "to improve, advance, or keep up-to-date on current job."

In NHES 1995, respondents were asked about the different types of adult education courses they had taken in the last 12 months in each of five separate sections of the survey questionnaire: English as a Second Language; Basic Skills and GED preparation; Credential; Personal; and Career or Job related activities. Within each section, the respondents were also asked to choose the main reason for participating in that type of course. Response categories for this question include the following:

- To improve, advance, or keep up-to-data on current job;
- To train for a new job or a new career;
- To improve your basic reading, writing, or math skills;
- To meet a requirement for a diploma, degree, or certificate of completion;
- A personal, family, or social reason;
- Some other reason.

The participation rates for skill improvement training for 1995 were based on the number of respondents who chose the first response category in each of the five sections "to improve, advance, or keep up to date on current job."

Currently employed workers

Currently employed workers were defined as individuals who were employed during the survey week and who were not full-time students. Individuals who were on vacation during the survey week were not included in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1991 and 1995 (Adult Education Component).

Table 15-1 Explanations of levels of reading proficiency

Level 350:	**Learns from specialized reading materials** Readers at this level can extend and restructure the ideas presented in specialized and complex texts. Examples include scientific materials, literary essays, and historical documents. Readers also able to understand the links between ideas even when those links are not explicitly stated, and to make appropriate generalizations. Performance at this level suggests the ability to synthesize and learn from specialized reading materials.
Level 300:	**Understands complicated information** Readers at this level can understand complicated literary and informational passages, including material about topics they study at school. They can also analyze and integrate less familiar material and provide reactions to and explanations of the text as a whole. Performance at this level suggests the ability to find, understand, summarize, and explain relatively complicated information.
Level 250:	**Interrelates ideas and makes generalizations** Readers at this level use intermediate skills and strategies to search for, locate, and organize the information they find in relatively lengthy passages and can recognize paraphrases of what they have read. They can also make inferences and reach generalizations about main ideas and author's purpose from passages dealing with literature, science, and social studies. Performance at this level suggests the ability to understand specific or sequentially related information.
Level 200:	**Partial skills and understanding** Readers at this level can locate and identify facts from simple informational paragraphs, stories, and news articles. In addition, they can combine ideas and make inferences based on short, uncomplicated passages. Performance at this level suggests the ability to understand specific or sequentially related information.
Level 150:	**Simple, discrete reading tasks** Readers at this level can follow brief written directions. They can also select words, phrases, or sentences to describe a simple picture and can interpret simple written clues to identify a common object. Performance at this level suggests the simple, discrete reading tasks.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994,* 1996.

Table 15-2 Percentage of students aged 9, 13, or 17 scoring at or above five levels of reading proficiency: 1971, 1975, 1980, 1984, 1988, 1990, 1992, and 1994

		Year							
Proficiency level	Age	1971	1975	1980	1984	1988	1990	1992	1994
Level 350:	9	0	0	0	0	0	0	0	0
Learns from specialized	13	[1]0	0	0	0	0	0	1	[2]1
reading materials	17	7	6	[2]5	6	[1,2]5	7	7	7
Level 300:	9	1	1	1	1	1	[1]2	1	1
Understands complicated	13	[1]10	[1]10	[1]11	[1]11	[1]11	[1]11	[2]15	[2]14
information	17	39	39	38	40	41	41	[2]43	41
Level 250:	9	16	15	18	17	18	18	16	17
Interrelates ideas and	13	58	59	61	59	59	59	62	60
makes generalizations	17	79	80	81	[2]83	[1,2]86	[2]84	[2]82	81
Level 200:	9	59	[2]62	[2]68	62	63	59	62	63
Partial skills and	13	93	93	[2]95	[1]94	[1]95	94	93	92
understanding	17	96	96	[2]97	[1,2]98	[1,2]99	[2]98	97	97
Level 150:	9	91	[2]93	[1,2]95	[2]92	93	90	92	92
Simple, discrete	13	[1]100	100	[1]100	100	100	100	100	[2]99
reading tasks	17	100	100	[2]100	[2]100	[2]100	100	100	100

[1] Statistically significant difference from 1994.

[2] Statistically significant difference from 1971.

NOTE: See table 15-1 for further explanations of the proficiency levels.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress. *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table 15-3 Percentile distribution of reading proficiency scores, by age and race/ethnicity: 1980, 1984, 1988, 1990, 1992, and 1994

	Age 9						Age 13						Age 17					
Percentile	1980	1984	1988	1990	1992	1994	1980	1984	1988	1990	1992	1994	1980	1984	1988	1990	1992*	1994
All students																		
5	149	141	142	135	141	140	199	197	200	196	191	188	209	220	226	220	214	211
10	165	159	157	150	156	156	213	210	213	210	208	205	228	236	242	237	233	230
25	191	184	184	179	183	184	235	234	234	233	235	233	258	263	266	264	263	260
50	217	213	214	210	214	215	260	258	258	257	262	260	288	290	291	291	293	290
75	241	240	240	240	239	240	283	282	281	282	287	285	316	317	316	319	319	319
90	262	263	263	266	260	260	302	302	302	302	309	307	340	340	337	343	343	343
95	273	277	278	280	272	272	314	314	314	314	322	320	354	353	349	356	356	358
White																		
5	161	152	150	144	153	152	209	205	204	204	204	200	226	230	233	229	228	222
10	175	167	165	160	167	168	222	218	217	217	219	217	242	246	247	246	245	241
25	199	192	192	188	193	194	243	241	238	240	243	242	267	271	271	271	272	270
50	223	220	219	218	221	221	265	263	262	263	268	267	294	297	295	298	300	298
75	246	245	244	247	244	244	287	286	285	286	292	290	320	322	320	324	325	324
90	265	267	267	271	264	263	306	305	304	306	312	311	343	343	340	347	347	347
95	276	280	281	285	276	275	317	317	316	318	324	324	357	356	352	360	359	361
Black																		
5	123	121	125	115	119	119	179	180	191	182	170	170	176	202	214	201	188	192
10	139	135	138	129	132	133	191	192	202	194	185	183	191	216	228	217	206	210
25	165	159	162	153	156	155	211	213	222	217	210	208	217	239	251	242	235	239
50	192	187	188	182	185	186	233	236	242	243	239	236	244	264	274	268	263	268
75	216	213	217	211	214	216	255	259	264	266	266	261	270	288	300	294	288	296
90	236	235	238	236	236	237	275	280	284	286	287	283	293	311	321	316	312	318
95	247	248	252	251	249	248	286	293	299	299	303	295	307	324	333	331	328	335
Hispanic																		
5	123	120	122	125	125	119	183	181	181	178	165	174	184	202	204	206	193	187
10	138	135	140	139	139	134	195	193	195	191	184	187	197	217	218	224	213	203
25	164	161	165	161	163	157	215	216	219	214	213	211	225	242	246	250	241	236
50	192	189	196	189	193	184	238	240	240	239	242	236	253	269	274	276	275	264
75	218	215	222	219	222	216	259	264	262	262	267	260	279	295	298	303	303	294
90	238	236	247	239	245	243	279	284	284	284	289	282	307	318	316	327	326	318
95	250	247	259	253	255	255	291	296	297	296	303	298	321	332	328	339	337	331

* Scores have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress. *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994,* 1996.

Table 15-4 **Average reading proficiency, by age and parents' highest education level: 1971, 1975, 1980, 1984, 1988, 1990, 1992, and 1994**

Parents' highest education level	Year	Age 9		Age 13		Age 17	
		Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
Less than a high school graduate	1971	[1]10	189	[1]16	238	[1]20	261
	1975	[1]10	190	[1,2]14	239	[1,2]16	262
	1980	[1,2]6	194	[1,2]10	238	[1,2]13	262
	1984	[1,2]6	[2]195	[2]9	240	[1,2]12	[2]269
	1988	[2]5	192	[2]8	[1,2]246	[2]9	267
	1990	[2]5	193	[2]8	241	[2]9	270
	1992	[2]5	195	[2]6	239	[2]8	271
	1994	[2]4	189	[2]7	237	[2]7	268
Graduated from high school	1971	[1]22	208	[1]32	[1]256	[1]31	[1]283
	1975	[1]24	211	[1]33	255	[1]34	281
	1980	[1,2,3]25	[2]213	31	254	[1]32	[2]278
	1984	[1,2,3]20	209	[1,2,3]36	253	[1,2]35	281
	1988	[2]16	211	31	253	30	282
	1990	[2]17	209	31	[1]251	30	[1]283
	1992	[2]16	207	28	252	28	280
	1994	[2]16	207	[2]21	[2]251	[2]27	[2]276
Some education after high school	1971	[1]33	224	[1]38	270	[1]42	302
	1975	[1]34	222	[1]40	270	[1,2]46	301
	1980	[1,2]40	[1]226	[1,2]49	271	[1,2]51	299
	1984	[1,2,3]37	223	[1,2,3]46	268	[1,2]50	301
	1988	[2]45	220	[2]52	[2]265	[2]58	300
	1990	[2]42	[2]218	[1,2]50	267	[2]58	300
	1992	[2]45	220	[2]57	270	[2,3]61	299
	1994	[2]46	221	[2]57	269	[2]62	299

[1] Statistically significant difference from 1994.

[2] Statistically significant difference from 1971.

[3] Revised from previously published figures.

NOTE: "Percentage of students" represents the percentage of all students from each subgroup. Not shown are about one-third of students at age 9 and smaller percentages at ages 13 and 17 who did not know their parents' highest education level.

SOURCE: U. S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table 15-5 Average reading proficiency scores, by age and grade: 1971, 1975, 1980, 1984, 1988, 1990, 1992, and 1994

	Below modal grade[1]		At modal grade[1]		Above modal grade[1]	
Year	Percentage	Proficiency	Percentage	Proficiency	Percentage	Proficiency
			Age 9			
1971	[2]24	[2]178	[2]75	[2]217	[2]1	[2]232
1975	[2]23	[2,3]183	[2]75	218	[3]1	[2]226
1980	[2]28	[3]189	[2]71	[3]225	[3,4]0	243
1984	[2,3]34	[2,3]187	[2,3]65	[3]223	[3,4]0	[3]254
1988	[2,3]37	[3]193	[2,3]63	[3]223	1	262
1990	[3]42	[3]189	[2,3]58	[3]224	[3,4]0	242
1992	[3]43	[3]192	[2,3]57	[3]224	[3,4]0	243
1994	[3]40	[3]194	[3]60	[3]222	[3,4]0	[3]268
			Age 13			
1971	[2]28	[2]230	[2]71	[2]265	[2]1	[2]278
1975	[2]28	[2]232	[2]72	[2]265	[2]1	[2]278
1980	[2]28	[3]240	[2]70	266	[2,3]1	[2]274
1984	[2,3]37	[3]239	[2,3]62	267	[2,3]1	[2]294
1988	[2,3]39	[3]243	[2,3]60	267	1	[2]272
1990	[2,3]39	[3]243	[2,3]60	266	1	[2]290
1992	[3]43	[3]243	[3]56	[3]272	1	[2,3]312
1994	[3]44	[3]244	[3]56	[3]269	[3,4]0	—
			Age 17			
1971	[2]14	[2]238	[2]73	[2]291	[2]13	302
1975	[2]15	[2]242	[2]73	[2]292	[2]12	302
1980	[2]14	[2]244	[2,3]77	[2]291	[3]9	300
1984	[2,3]22	[3]259	[2,3]68	[3]296	[3]10	304
1988	[2,3]24	[3]265	[2,3]65	[3]296	[2]12	305
1990	[2,3]26	[3]261	[2,3]65	[3]299	[3]9	310
1992	[3]28	[3]261	[3]64	[3]301	[3]8	300
1994	[3]29	[3]261	[3]63	[3]299	[3]7	305

—Too few sample observations for a reliable estimate.

[1] The modal grade is the most common grade level for students of a particular age. For example, the modal grade at age 9 is fourth grade. Nine-year-olds in fifth grade are above the modal grade, and 9-year-olds in third grade are below the modal grade for their age.

[2] Statistically significant difference from 1994.

[3] Statistically significant difference from 1971.

[4] Percentages less than 0.5 are rounded to 0.

NOTE: The modal grades are grade 4 at age 9, grade 8 at age 13, and grade 11 at age 17. The modal grade is lower for 17-year-olds because of differences in age definition and in the time of year the test is given, causing more students to be above the modal grade at age 17 than at any other age. For a more complete explanation see the supplemental note to this indicator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table 15-6 Average reading proficiency, by age and number of reading materials in the home: 1971 and 1994

Number of types of material in the home	Year	Age 9		Age 13		Age 17	
		Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
0–2	1971	*28	*186	*17	*227	*11	*246
	1994	38	197	22	238	18	263
3	1971	32	*208	*25	*249	*22	*274
	1994	32	215	32	258	29	287
4	1971	*39	223	*58	266	*67	296
	1994	30	225	46	269	53	298

* Statistically significant difference from 1994.

NOTE: Students were asked whether they had access to each of four types of reading material: newspapers, magazines, books, and encyclopedias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Note to Indicator 15: NAEP cohorts

Long-term trend

Three of the NAEP assessments, reading, mathematics, and science, report trends in the progress of students by age. Proficiencies are reported for those students aged 9, 13, and 17. The modal grades for students at these ages are 4th, 8th, and 11th grade. The fourth assessment, writing, is given to students in grades 4, 8, and 11, regardless of their age. In all four subjects, it would appear that the time span between the youngest and middle age/grade is greater than between the middle and oldest group. However, the way age is defined (on a calendar or fiscal year basis) and the time at which each age/grade is assessed (fall, winter, or spring) results in the same length of time (or years of schooling) between the three age/grade groups. A discussion of this methodology follows.

Age is determined on a calendar year basis for 9- and 13-year-olds, but on a fiscal year basis for 17-year-olds. In other words, the reading, mathematics, and science scores in 1994 represent students born in 1984 (9-year-olds), students born in 1980 (13-year-olds), and students born between October 1, 1976 and September 30, 1977 (17-year-olds). The writing scores represent students in grades 4, 8, or 11 at the time of the assessment regardless of age.

In addition to different age definitions, the time of the school year when the assessment is administered varies across age levels: 9-year-olds/4th-graders are tested in the winter; 13-year-olds/8th-graders are tested in the fall; and 17-year-olds/11th-graders are tested in the spring for all the assessments. Since 9-year-olds are tested between January and February of the year in which they turn 10, and 13-year-olds are tested between October and December of the year in which they turn 13, the 13-year-olds have had almost $3^{3/4}$ more years of schooling than the 9-year-olds. Likewise, since 17-year-olds are tested between March and May, they are between $16^{1/2}$ and $17^{1/2}$ at the time of the assessment (the difference is due to age being determined on a fiscal year basis); thus, they have had about $3^{3/4}$ more years of exposure to school than 13-year-olds.

These different means of determining a student's age and the various testing times have been adopted in order to measure a uniform period of growth among the three age/grade groups. Comparing age/grade cohorts over time can be more problematic, however. Nine-year-olds in 1990 generally represent the same age cohort as 13-year-olds in 1994—two points in time not quite 4 years apart. However, the 17-year-olds tested in 1994 were generally younger than the 1990 13-year-old age cohort was in 1994. Therefore, care must be taken when examining student cohorts across assessments in different years.

Short-term trend

Although *Indicator 18* (Trends in the mathematics proficiency of 9-, 13-, and 17-year-olds) focused primarily on the trend data described above, supplemental data from the *NAEP 1996 Mathematics Report Card* were also included. These more recent data allow for trend comparisons just over the short term, as only the scores from the 1990, 1992, and 1996 surveys are comparable. These data were based on a separate survey instrument than those from the long-term trend data and were given to different students. The short-term trend assessment was designed using a framework influenced by the National Council for Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards for School Mathematics. The long-term trend assessment has remained unchanged since its original design in 1973 and can be used to make comparisons in the performance of students over the past 21 years. One important difference of the short-term trend data is that 4th-, 8th-, and 12th-graders were assessed rather than 9-, 13-, and 17-year-olds, thus allowing for comparisons across cohorts.

Table 16-1 Explanations of levels of writing proficiency

Level 350: Effective, coherent writing	
	The writing at this level provides clear complete responses to the assigned task. It tends to contain supportive details and discussion that contribute to the effectiveness of the response. This writing is also characterized by an overall unity and coherence not found at the lower levels.
Level 300: Complete, sufficient writing	
	Responses at this level tend to be complete and to contain sufficient information to accomplish the basic task.
Level 250: Beginning, focused, clear writing	
	Writing at this level tends to be more focused and clear, containing enough development and detail likely to accomplish the assigned task successfully.
Level 200: Incomplete, vague writing	
	The writing at this level, although clearer and more detailed than at the previous level, still tends to be vague and incomplete.
Level 150: Disjointed, unclear writing	
	Writing at this level tends to be too brief and disjointed to be considered a response to the task or, when longer, so vague and unclear that it is hard to understand.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994,* 1996.

Table 16-2 Percentage of students at or above each of the five writing proficiency levels, by grade: 1984, 1988, 1990, 1992, and 1994

		Year				
Proficiency levels	Grade	1984	1988	1990	1992	1994
Level 350:	4	0	0	0	0	0
Effective, coherent	8	[1]0	0	[2]1	[1,2]2	[2]1
writing	11	2	[1]1	[1]4	2	3
Level 300:	4	1	1	0	0	0
Complete, sufficient	8	13	13	[1]12	[1,2]25	17
writing	11	39	[1]39	37	36	33
Level 250:	4	10	[2]15	12	13	12
Beginning, focused,	8	72	67	[1,2]57	[1]75	67
clear writing	11	[1]89	[1]93	[2]84	87	[2]85
Level 200:	4	54	56	53	58	56
Incomplete, vague	8	98	97	[1,2]93	98	96
writing	11	100	100	99	100	99
Level 150:	4	93	91	89	93	92
Disjointed, unclear	8	100	100	[2]100	100	100
writing	11	100	100	100	100	100

[1] Statistically significant difference from 1994.

[2] Statistically significant difference from 1984.

NOTE: See table 16-1 for further description of the proficiency levels.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994,* 1996.

Table 16-3 **Percentile distribution of writing proficiency scores, by grade and race/ethnicity: 1984, 1988, 1990, 1992, and 1994**

	Grade 4					Grade 8					Grade 11				
Percentile	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994
						All students									
5	144	135	131	142	140	216	209	195	214	204	236	244	227	233	227
10	157	151	147	157	155	227	222	208	227	218	249	255	240	246	240
25	179	177	174	182	180	247	242	231	250	242	269	273	262	266	262
50	204	207	203	208	206	268	264	257	275	266	291	292	288	288	285
75	229	235	231	233	232	288	286	282	300	290	312	311	312	310	308
90	250	259	255	256	253	304	305	304	320	311	330	326	334	328	328
95	263	274	268	269	266	313	316	318	332	323	340	335	347	338	340
						White									
5	155	151	146	159	156	224	216	202	220	214	249	252	235	244	237
10	167	165	162	172	170	235	229	215	234	228	260	263	247	256	248
25	188	189	186	194	192	253	248	237	256	250	277	279	269	275	269
50	211	216	211	217	215	273	270	262	280	273	298	297	294	295	291
75	233	242	237	240	238	291	290	287	304	295	316	314	317	314	313
90	255	265	260	261	258	306	309	308	324	315	333	329	338	331	333
95	266	278	272	273	270	315	319	322	335	327	343	338	350	341	344
						Black									
5	124	109	105	117	114	201	194	182	200	190	222	232	213	216	214
10	135	122	120	130	127	212	205	193	212	201	232	243	225	226	226
25	160	148	144	152	150	228	226	216	232	222	252	258	245	245	246
50	182	173	172	176	173	248	247	240	257	245	270	276	268	264	267
75	205	200	198	198	196	265	266	263	282	268	290	294	291	283	289
90	228	224	223	218	217	281	285	284	306	288	309	309	311	300	309
95	240	238	239	229	231	292	296	297	319	300	318	318	324	309	320
						Hispanic									
5	130	125	120	132	131	197	199	187	203	192	208	228	217	220	212
10	141	139	135	144	143	207	210	199	219	204	216	236	232	234	224
25	162	163	159	166	164	225	230	220	242	227	238	256	253	252	250
50	188	191	184	189	188	247	251	246	265	252	260	274	275	275	273
75	214	218	210	213	213	268	271	270	288	276	281	294	301	294	294
90	234	241	234	234	234	286	290	292	310	298	297	309	324	314	313
95	247	256	248	247	245	298	301	305	324	308	306	316	338	324	327

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table 16-4 Average writing proficiency, by grade and parents' highest education level: 1984, 1988, 1990, 1992, and 1994

Parents' highest education level	Year	Grade 4		Grade 8		Grade 11	
		Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
Less than a high school graduate	1984	[1]7	179	[1]10	258	11	274
	1988	5	194	8	254	8	276
	1990	6	186	8	246	8	268
	1992	[2]5	191	[2]7	258	8	271
	1994	[2]4	188	[2]7	250	8	268
Graduated high school	1984	[1]20	192	[1]35	261	[1]35	284
	1988	18	199	31	258	[1]30	285
	1990	18	197	[1]33	[2]252	30	278
	1992	[2]17	202	[2]29	[1,2]268	[2]27	278
	1994	[2]16	202	[2]27	259	[2]26	279
Some education after high school	1984	5	208	[1]10	271	[1]15	[1]298
	1988	5	211	11	275	18	[1]296
	1990	5	214	12	267	[2]18	292
	1992	6	201	[2]12	280	[2]20	292
	1994	5	212	[2]12	270	[2]20	[2]286
Graduated college	1984	[1]33	218	[1]36	278	[1]36	[1]300
	1988	[2]41	212	41	[2]270	41	[1]299
	1990	[2]40	[2]209	[1]38	[1,2]265	40	298
	1992	[2]42	214	[2]44	[1]284	[2]43	296
	1994	[2]43	212	[2]46	275	[2]44	[2]293

[1] Statistically significant difference from 1994.

[2] Statistically significant difference from 1984.

NOTE: "Percentage of students" represents the percentage of all students in each subgroup. Not shown are about one-third of students at age 9 and smaller percentages at ages 13 and 17 who did not know their parents' highest education level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table 16-5 Average writing proficiency scores, by age and grade: 1984, 1988, 1990, 1992, and 1994

	Above modal age[1]		At modal age[1]		Below modal age[1]	
Year	Percentage	Proficiency	Percentage	Proficiency	Percentage	Proficiency
			Grade 4			
1984	36	190	63	212	1	204
1988	38	199	61	210	1	[2]225
1990	[3]40	196	59	205	0	226
1992	[2,3]44	201	[2,3]56	212	0	166
1994	39	200	60	208	1	173
			Grade 8			
1984	[2]35	258	[2]64	272	1	[2]242
1988	[3]40	254	[3]59	271	1	259
1990	[3]40	[2,3]248	[2,3]59	[2,3]262	1	[3]304
1992	[3]41	[2]263	[3]58	[3]282	1	[3]289
1994	[3]42	256	[3]57	272	1	[3]279
			Grade 11			
1984	[2]20	267	[2]67	[2]296	13	294
1988	[2]21	270	[2]68	[2]297	11	299
1990	[3]25	270	[3]64	292	11	295
1992	[3]26	269	64	293	10	295
1994	[3]26	269	[3]64	[3]289	11	291

[1] The modal age is the most common age of students in a particular grade level. For example, the modal age in fourth grade is nine years old. Ten-year-olds in fourth grade are above the modal age, and 8-year-olds in fourth grade are below the modal age.

[2] Statistically significant difference from 1994.

[3] Statistically significant difference from 1984.

NOTE: The modal age is the age that the average student has reached at a certain grade level. Students above the modal age are older than their average cohort, and students below the modal age are younger than their average cohort. The modal ages are: age 9 at grade 4, age 13 at grade 8, and age 17 at grade 11. The modal age is higher for 11th-graders because of differences in the time of year the test is given to the different grade levels, causing more students to be below the modal age at 11th-grade than at any other grade. For more information on the ages and grades of students tested, see the supplemental note to *Indicator 15*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

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Table 17-1 Average reading proficiency scores of students who read for fun, by frequency and age: Selected years 1984–94

	Age 9					Age 13					Age 17				
Frequency	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994
Almost every day	214	213	215	215	215	264	266	269	269	272	297	296	304	304	302
1-2 times a week	212	212	211	212	214	255	260	255	260	255	290	284	294	291	286
1-2 times a month	204	201	210	204	213	255	257	251	257	255	290	285	288	287	286
Few times a year	197	200	198	197	193	252	248	245	250	252	280	274	280	282	281
Never/hardly ever	198	198	192	189	193	239	241	247	246	237	269	277	266	268	258

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progess. *Almanac: Reading, 1984 to 1994*, 1996.

Table 17-2 Percentage of students assigned various types of writing during the previous week, by English class assignment and grade: Selected years 1984–94

English class	Grade 4					Grade 8					Grade 11				
assignment	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994
Story	37.2	43.3	42.9	46.7	46.3	41.5	48.9	48.9	51.4	52.4	39.7	39.7	39.4	41.4	41.4
Essay	19.3	25.1	24.2	25.2	24.9	41.0	48.4	45.0	48.5	54.4	59.6	63.6	63.5	64.4	69.0
Poem	25.7	29.7	27.0	26.4	26.6	14.7	14.7	17.3	19.5	20.1	18.3	20.9	25.4	23.8	27.3
Play	13.9	15.6	14.1	15.1	14.2	10.4	12.2	11.7	11.8	13.8	12.6	11.3	14.1	11.5	12.9
Letter	38.5	38.7	42.5	38.8	39.3	20.8	25.3	24.4	26.9	29.3	15.9	19.6	18.2	19.3	21.6
Book report	36.1	40.5	38.2	37.8	38.1	35.4	34.8	33.9	33.7	35.0	30.4	30.7	28.2	28.4	28.1
Other reports	28.3	32.0	30.6	33.0	33.3	26.5	29.4	29.5	30.8	36.1	37.7	38.4	38.7	42.2	42.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progess. *Almanac: Writing, 1984 to 1994*, 1996.

Table 17-3 Percentage of students who reported most recently having read various types of materials at school and at home, by type of material and age: Selected years 1984–94

	Age 9					Age 13					Age 17				
Type of material	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994
								At school							
Newspaper or magazine	4.3	4.5	4.4	5.3	5.5	4.8	4.0	5.6	5.2	5.2	6.4	6.1	6.2	6.4	6.4
Play	1.9	1.8	2.5	1.8	1.5	1.9	2.7	2.4	2.4	2.4	5.9	8.8	6.3	6.7	6.8
Poem	2.9	2.6	2.9	3.5	3.7	1.2	1.4	1.2	1.6	1.1	4.1	4.7	4.4	4.6	5.4
Story/novel	16.9	18.1	19.6	23.7	27.5	22.5	27.9	26.6	28.7	32.2	39.7	40.1	41.1	42.6	41.1
Science book	17.3	18.8	16.3	16.8	16.5	21.3	20.2	22.3	18.4	18.7	11.5	12.1	12.3	12.6	12.6
Social studies book	20.5	22.8	20.3	18.1	14.8	25.6	24.2	22.1	22.3	18.8	15.7	13.1	14.5	14.0	13.4
Mathematics book	17.5	15.3	16.6	15.2	14.6	16.2	14.8	15.2	16.3	16.8	11.1	11.1	11.5	10.4	10.7
Workbook	18.8	16.2	17.5	15.6	16.0	6.5	4.9	4.7	5.0	4.7	5.6	4.0	3.8	2.8	3.5
								At home							
Newspaper	8.9	7.0	5.7	6.1	5.5	16.3	12.7	11.8	12.3	11.5	25.7	23.5	23.1	24.9	20.7
Magazine	17.4	15.4	17.4	17.0	19.9	31.1	36.2	37.1	35.2	35.6	36.6	39.9	38.4	38.1	38.9
Play	3.2	2.8	2.6	2.4	1.6	0.8	0.9	0.9	1.2	0.8	0.8	0.7	0.6	0.8	0.8
Poem	5.8	4.3	5.5	6.4	5.1	1.3	1.8	2.0	2.0	1.5	1.7	2.2	2.3	2.7	2.5
Story/novel	36.5	37.6	37.2	42.9	39.4	39.0	36.9	36.9	40.8	40.5	29.3	27.3	28.4	26.7	30.3
Science book	3.8	4.8	3.8	3.7	3.3	1.6	1.2	1.3	1.3	1.4	1.1	0.8	1.0	1.0	0.9
Social studies book	3.3	3.1	3.2	2.8	2.2	1.5	1.5	1.4	1.0	1.1	0.5	0.5	0.4	0.8	0.3
Mathematics book	3.6	3.5	2.9	3.2	2.7	1.3	0.7	0.9	0.5	0.7	0.5	0.5	0.7	0.7	0.3
Workbook	4.4	3.4	2.8	2.9	3.4	0.7	0.5	0.3	0.4	0.4	0.2	0.2	0.1	0.2	0.3
Something else	13.0	18.0	19.0	12.5	16.9	6.4	7.6	7.3	5.4	6.5	3.6	4.5	5.1	4.2	4.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progess. *Almanac: Reading, 1984 to 1994*, 1996.

Table 17-4 Percentage of students who reported reading various amounts per day in school and for homework, by pages read and age: Selected years 1984–94

Pages read	Age 9					Age 13					Age 17				
	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994
More than 20	12.9	15.5	14.4	18.7	17.3	10.5	12.6	11.3	14.4	14.2	20.3	20.8	20.2	[illegible]2.3	23.2
16–20	13.3	13.5	12.9	13.6	14.4	10.9	12.6	11.1	12.8	12.6	14.4	13.9	13.6	13.7	13.3
11–15	13.9	15.0	13.7	13.5	14.4	17.5	17.8	16.3	18.8	16.6	18.0	18.4	18.0	17.3	17.6
6–10	24.9	28.1	25.1	25.1	25.7	34.6	32.9	34.4	31.1	31.1	26.2	25.5	25.6	26.5	25.3
5 or fewer	35.1	27.7	33.8	29.0	28.3	26.5	24.1	27.0	22.9	25.5	21.1	21.3	22.6	20.3	20.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progess, *Almanac: Reading, 1984 to 1994*, 1996.

Table 17-5 Percentage of students who wrote outside of class at least once a week, by writing habit and grade: Selected years 1984–94

Writing habit	Grade 4					Grade 8					Grade 11				
	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994
Keep a diary or journal	—	—	—	—	—	25.9	28.6	30.9	29.8	32.8	19.0	22.2	21.3	22.5	27.0
Do crossword puzzle	—	—	—	—	—	38.0	39.1	42.3	40.7	39.3	29.5	21.1	22.6	21.7	23.7
Write for school newspaper	—	—	—	—	—	8.0	8.1	9.2	11.1	10.2	5.3	4.8	7.1	5.7	8.5
Help others with writing	—	—	—	—	—	29.3	30.7	31.5	31.7	32.0	28.3	24.4	25.7	27.3	27.3
Write letters to relatives	32.5	32.3	36.5	33.6	34.9	37.3	41.9	47.2	45.8	45.1	36.2	43.9	38.5	38.0	38.1
Write notes or messages	43.7	44.7	45.9	45.4	43.9	67.9	70.8	73.5	72.5	71.5	73.7	81.5	78.2	78.9	77.2
Write stories	25.9	24.2	25.6	28.8	25.5	10.2	15.3	14.3	16.8	18.0	11.7	15.3	14.2	15.8	15.9

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progess, *Almanac: Writing, 1984 to 1994*, 1996.

Table 17-6 Average writing proficiency of students who wrote on their own away from school, by writing habit, frequency, and grade: Selected years 1984–94

Writing habit and frequency	Grade 4					Grade 8					Grade 11				
	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994
Write stories															
At least once a week	197	202	198	205	199	266	265	260	273	267	290	289	292	286	283
Once or twice a month	208	214	206	212	213	271	270	263	282	271	293	296	291	290	287
Never or hardly ever	206	207	205	208	204	266	263	255	274	264	292	291	286	287	284
Keep a diary or journal															
At least once a week	—	—	—	—	—	270	266	260	279	269	291	297	293	295	289
Once or twice a month	—	—	—	—	—	270	270	262	282	268	287	298	290	293	293
Never or hardly ever	—	—	—	—	—	266	261	253	269	262	286	288	284	283	281

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progess, *Almanac: Writing, 1984 to 1994*, 1996.

Table 17-7 Percentage of students with various reading habits, by frequency, habit, and age: Selected years 1984–94

	Age 9		Age 13		Age 17	
Frequency	Takes books out of library	Spends own money on books	Takes books out of library	Spends own money on books	Takes books out of library	Spends own money on books
Almost every day						
1984	15.4	8.9	7.1	3.7	2.4	2.8
1988	18.8	10.2	3.1	2.7	1.3	2.0
1990	19.9	10.5	3.3	2.8	1.6	1.6
1992	21.3	10.8	2.3	4.1	1.1	1.5
1994	21.6	14.7	5.9	3.6	1.2	2.0
1-2 times a week						
1984	60.2	10.9	34.4	10.2	13.8	7.3
1988	55.1	12.8	32.8	9.3	13.5	6.3
1990	51.8	11.4	33.4	11.4	14.2	9.5
1992	53.8	11.5	33.3	10.8	11.9	5.5
1994	51.6	9.9	29.2	9.3	14.0	6.9
1-2 times a month						
1984	12.6	21.6	32.4	24.7	36.6	22.7
1988	12.3	17.3	37.0	23.9	36.2	22.6
1990	12.8	20.0	34.3	25.5	34.7	24.6
1992	12.5	20.6	35.7	25.9	36.1	21.1
1994	12.6	18.7	36.6	26.3	33.1	22.8
Few times a year						
1984	4.5	17.0	12.7	25.3	27.9	29.7
1988	5.8	19.5	15.2	25.1	26.0	25.0
1990	5.3	16.3	15.9	21.6	26.9	24.8
1992	4.6	17.3	18.5	22.3	34.0	30.2
1994	5.4	18.3	15.7	20.5	32.9	31.0
Never/hardly ever						
1984	7.2	41.6	13.3	36.2	19.3	37.5
1988	8.0	40.1	11.9	39.0	23.0	44.2
1990	10.2	41.9	13.1	38.6	22.5	39.6
1992	7.8	39.8	10.3	36.9	16.9	41.7
1994	8.8	38.4	12.6	40.2	18.8	37.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progess, *Almanac: Reading, 1984 to 1994*, 1996.

Table 18-1 Explanations of levels of mathematics proficiency

Level 350:	**Multi-step problem solving and algebra** Students at this level can apply a range of reasoning skills to solve multi-step problems. They can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots. They can solve a variety of two-step problems using variables, identify equivalent algebraic expressions, and solve linear equations and inequalities. They are developing an understanding of functions and coordinate systems.
Level 300:	**Moderately complex procedures and reasoning** Students at this level are developing an understanding of number systems. They can compute with decimals, simple fractions, and commonly encountered percents. They can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. These students are also able to interpret simple inequalities, evaluate formulas, and solve simple linear equations. They can find averages, make decisions on information drawn from graphs, and use logical reasoning to solve problems. They are developing the skills to operate with signed numbers, exponents, and square roots.
Level 250:	**Numerical operations and beginning problem solving** Students at this level have an initial understanding of the four basic operations. They are able to apply whole number addition and subtraction skills to one-step word problems and money situations. In multiplication, they can find the product of a two-digit and a one-digit number. They can also compare information from graphs and charts, and are developing an ability to analyze simple logical relations.
Level 200:	**Beginning skills and understandings** Students at this level have considerable understanding of two-digit numbers. They can add two-digit numbers, but are still developing an ability to regroup in subtraction. They know some basic multiplication and division facts, recognize relations among coins, can read information from charts and graphs, and use simple measurement instruments. They are developing some reasoning skills.
Level 150:	**Simple arithmetic facts** Students at this level know some basic addition and subtraction facts, and most can add two-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. They also are developing rudimentary classification skills.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table 18-2 Average mathematics scale scores, by grade: 1990–96

Grade	1990	1992	1996
4th	213	[1]220	[1,2]224
8th	263	[1]268	[1,2]272
12th	294	[1]299	[1,2]304

[1] Statistically significant difference from 1990.

[2] Statistically significant difference from 1992.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Mathematics Report Card for the Nation and the States: Findings from the National Assessment of Educational Progress*, 1997.

Table 18-3 Average mathematics scale scores of public school 4th- and 8th-graders, and change in scores from 1992, by grade and state: 1996

	Grade 4		Grade 8		
State or jurisdiction	Average scale score	Change from 1992 average scale score	Average scale score	Change from 1992 average scale score	Change from 1990 average scale score
Nation	**222**	[2]4	**271**	5	8
Alabama	212	3	257	4	4
Alaska[1]	224	—	278	—	—
Arizona[1]	218	2	268	3	[3]8
Arkansas	216	[2]6	262	[2]5	[3]5
California	209	1	263	2	[3]6
Colorado	226	[2]5	276	3	[3]8
Connecticut	232	[2]5	280	[2]6	[3]10
Delaware	215	[2]-3	267	[2]4	[3]6
District of Columbia	187	[2]-5	233	-2	1
Florida	216	2	264	4	[3]8
Georgia	215	0	262	3	4
Hawaii	215	1	262	[2]5	[3]11
Indiana	229	[2]8	276	[2]5	[3]8
Iowa[1]	229	-1	284	1	[3]6
Kentucky	220	[2]5	267	[2]4	[3]9
Lousiana	209	[2]5	252	2	[3]6
Maine	232	1	284	[2]5	—
Maryland	221	3	270	5	[3]9
Massachusetts	229	2	278	5	—
Michigan[1]	227	[2]6	277	[2]10	[3]12
Minnesota	232	[2]4	284	2	[3]9
Mississippi	208	[2]7	250	4	—
Missouri	225	3	273	2	—
Montana[1]	228	—	283	—	3
Nebraska	229	2	283	[2]5	[3]7
Nevada[1]	218	—	—	—	—
New Jersey[1]	228	0	—	—	—
New Mexico	214	1	262	2	[3]6
New York[1]	223	[2]4	270	4	[3]9
North Carolina	225	[2]11	268	[2]9	[3]17
North Dakota	231	2	284	1	3
Oregon	224	—	276	—	[3]5
Pennsylvania[1]	226	2	—	—	—
Rhode Island	220	[2]5	269	[2]3	[3]9

Table 18-3 Average mathematics scale scores of public school 4th- and 8th-graders, and change in scores from 1992, by grade and state: 1996—Continued

	Grade 4		Grade 8		
State or jurisdiction	Average scale score	Change from 1992 average scale score	Average scale score	Change from 1992 average scale score	Change from 1990 average scale score
South Carolina[1]	213	1	261	0	—
Tennessee	219	[2]8	263	4	—
Texas	229	[2]11	270	[2]6	[3]12
Utah	227	2	277	2	—
Vermont[1]	225	—	279	—	—
Virginia	223	2	270	2	[3]5
Washington	226	—	276	—	—
West Virginia	223	[2]8	265	[2]6	[3]9
Wisconsin	231	3	283	5	[3]8
Wyoming	223	-2	275	0	[3]3

— State did not participate in the assessment in one or more years.

[1] State did not satisfy one or more of the guidelines for school participation rates in 1996.

[2] Change between 1992 and 1996 is statistically significant at the .05 level.

[3] Change between 1990 and 1996 is statistically significant at the .05 level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Mathematics Report Card for the Nation and the States: Findings from the National Assessment of Educational Progress*, 1997.

Table 18-4 Percentage of students scoring at or above five levels of mathematics proficiency: 1978, 1982, 1986, 1990, 1992, and 1994

		Year					
Proficiency levels	Age	1978	1982	1986	1990	1992	1994
Level 350:	9	0	0	0	0	0	0
Multi-step problem	13	1	0	[2]0	[2]0	0	1
solving and algebra	17	7	[2]6	6	7	7	7
Level 300:	9	1	1	1	1	1	1
Moderately complex	13	18	17	[1]16	17	19	21
procedures and reasoning	17	[1]52	[1]48	[1]52	56	[2]59	[2]59
Level 250:	9	[1]20	[1]19	[1]21	[2]28	[2]28	[2]30
Numerical operations and	13	[1]65	[1,2]71	[2]73	[2]75	[2]78	[2]78
beginning problem solving	17	[1]92	[1]93	[2]96	[2]96	[2]97	[2]97
Level 200:	9	[1]70	[1]71	[1]74	[2]82	[2]81	[2]82
Beginning skills and	13	[1]95	[2]98	[2]99	[2]98	[2]99	[2]99
understandings	17	[1]100	[1]100	100	100	100	[2]100
Level 150:	9	[1]97	[1]97	[1,2]98	[2]99	[2]99	[2]99
Simple arithmetic	13	[1]100	100	100	100	100	[2]100
facts	17	100	100	100	100	100	100

[1] Statistically significant difference from 1994.

[2] Statistically significant difference from 1978.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

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Table 18-5 Average mathematics proficiency scores, by age and parents' highest education level: 1978, 1982, 1986, 1990, 1992, and 1994

Parents' highest education level	Year	Age 9		Age 13		Age 17	
		Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
Less than high school graduate	1978	[1]8	[1]200	[1]12	[1]245	[1]13	280
	1982	[1]8	[1]199	[1]11	[2]251	[1]14	279
	1986	[2]4	201	[2]8	[2]252	[2]8	279
	1990	[2]5	[2]210	[2]8	[2]253	[2]8	285
	1992	[2]4	[2]217	[2]6	[2]256	[2]8	286
	1994	[2]4	[2]210	[2]6	[2]254	[2]7	284
Graduated from high school	1978	[1]23	[1]219	[1]33	263	[1]33	294
	1982	[1]25	[1]218	[1]34	263	[1]33	293
	1986	[2]16	[1]218	[1]31	263	[1,2]28	293
	1990	[2]16	[2]226	[1,2]27	263	[1,2]26	294
	1992	[2]14	222	[2]23	263	[2]21	298
	1994	[2]14	[2]225	[2]23	266	[2]22	295
Some education after high school	1978	[1]9	[1]230	[1]14	[1]273	[1]16	305
	1982	[1]9	[1]225	[1]14	275	[1]18	304
	1986	[2]7	[1]229	16	274	[2]24	305
	1990	7	236	[2]17	[2]277	[2]24	308
	1992	8	[2]237	[2]18	[2]278	[2]25	308
	1994	[2]7	[2]239	[2]17	[2]277	[2]24	305
Graduated from college	1978	[1]24	[1]231	[1]26	284	[1]32	317
	1982	[1,2]30	[1]229	[1,2]32	282	[1]32	[1,2]312
	1986	[1,2]38	[1]231	[1,2]38	[1]280	[1,2]37	314
	1990	[2]40	[2]238	[1,2]41	[1]280	[1,2]39	316
	1992	[2]42	[2]236	[2]44	283	[2]43	316
	1994	[2]45	[2]238	[2]46	285	[2]44	318

[1] Statistically significant difference from 1994.

[2] Statistically significant difference from 1978.

NOTE: "Percentage of students" represents the percentage of all students in each subgroup. Not shown are about one-third of students at age 9 and smaller percentages at ages 13 and 17 who did not know their parents' highest education level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table 18-6 Percentile distribution of mathematics proficiency scores, by age and race/ethnicity: 1978, 1982, 1986, 1990, 1992, and 1994

	Age 9						Age 13						Age 17					
Percentile	1978	1982	1986	1990	1992	1994	1978	1982	1986	1990	1992	1994	1978	1982	1986	1990	1992	1994
All students																		
5	157	159	163	173	172	174	198	212	218	218	221	220	241	245	252	253	256	256
10	171	173	177	186	185	187	213	225	230	230	233	233	254	256	263	264	267	267
25	195	196	199	208	208	209	238	246	248	250	253	253	276	276	281	283	286	286
50	220	220	223	231	231	233	265	270	269	271	274	276	301	299	301	305	308	306
75	244	243	246	252	253	255	291	292	290	292	294	297	325	322	323	327	328	327
90	264	263	264	271	271	272	313	311	309	310	312	315	345	341	343	345	345	346
95	276	274	276	282	282	283	327	322	321	320	323	326	356	351	354	356	355	356
White																		
5	166	168	171	182	182	182	212	223	226	228	231	231	252	253	261	260	264	265
10	179	181	184	194	194	195	226	234	236	239	242	243	263	264	270	270	274	275
25	201	202	205	215	215	217	248	254	254	257	260	262	284	282	287	289	293	293
50	225	225	228	236	236	238	272	275	273	277	279	282	307	304	307	310	313	312
75	248	247	250	256	256	259	296	296	293	296	298	301	329	325	328	330	332	332
90	267	265	267	274	274	275	317	314	312	313	315	318	347	343	346	347	348	349
95	278	276	278	285	284	286	330	325	323	323	325	329	358	353	356	357	357	359
Black																		
5	134	137	146	156	155	160	170	189	202	202	200	202	217	225	237	245	238	241
10	147	150	158	167	166	171	184	200	213	212	212	213	228	234	244	254	249	251
25	169	172	180	186	186	191	206	219	231	230	231	231	246	251	260	269	267	268
50	193	197	203	208	209	213	229	241	249	249	251	251	268	271	279	287	287	286
75	216	218	224	231	230	234	254	261	267	268	271	271	290	291	296	307	304	303
90	236	237	241	249	249	252	276	280	284	285	286	292	310	311	312	326	321	317
95	248	248	251	259	259	262	288	291	296	296	297	304	321	321	325	338	331	326
Hispanic																		
5	144	148	155	162	159	159	180	202	206	206	212	209	224	232	236	229	248	244
10	156	161	164	173	169	170	192	214	216	216	224	219	234	241	248	242	258	254
25	179	181	185	193	190	190	214	231	236	234	241	238	253	255	265	264	273	271
50	204	205	206	216	212	211	237	252	254	255	259	256	275	275	283	282	292	290
75	227	226	226	235	234	230	262	274	274	275	279	274	298	297	301	304	311	311
90	250	246	245	252	253	249	284	293	292	292	295	293	320	315	319	325	328	329
95	260	257	254	262	263	259	296	304	301	303	304	304	332	327	329	336	336	338

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table 18-7 Average mathematics proficiency scores, by age and grade: 1978, 1982, 1986, 1990, 1992, and 1994

Year	Below modal grade[1]		At modal grade[1]		Above modal grade[1]	
	Percentage	Proficiency	Percentage	Proficiency	Percentage	Proficiency
Age 9						
1978	[2]26	[2]191	[2]72	[2]228	[2]1	241
1982	30	[2]193	[2]69	[2]230	1	258
1986	[3]34	[2,3]198	[3]66	[2,3]234	[3,4]0	—
1990	[3]35	[3]207	[3]65	[3]242	[4]0	—
1992	[3]38	[3]208	[3]62	[3]242	[3,4]0	—
1994	[3]33	[3]211	[3]66	[3]241	—	—
Age 13						
1978	[2]27	[2]240	[2]70	[2]274	1	298
1982	[2]28	[2,3]247	[2]70	[2]277	1	304
1986	33	[2,3]251	67	[2,3]278	1	297
1990	[3]36	[2,3]253	[3]63	[3]280	1	278
1992	[3]37	[3]258	[3]62	[3]282	[4]0	—
1994	[3]38	[3]259	[3]62	[3]283	—	—
Age 17						
1978	[2]15	[2]273	75	[2]305	[2]10	[2]309
1982	[2]16	[2]274	75	[2]302	[2]10	[2]306
1986	17	[2]277	75	[2]307	8	309
1990	[3]22	[3]282	[3]70	[3]311	8	311
1992	[3]24	[3]285	[3]70	[3]313	[3]6	[3]318
1994	[3]21	[3]284	73	[3]312	[3]6	[3]316

— Too few sample observations for a reliable estimate.

[1] The modal grade is the most common grade level for students of a particular age. For example, the modal grade at age 9 is fourth grade. Nine-year-olds in fifth grade are above the modal grade for their age, and 9-year-olds in third grade are below the modal grade for their age.

[2] Statistically significant difference from 1994.

[3] Statistically significant difference from 1978.

[4] Percentages less than 0.5 are rounded to 0.0.

NOTE: The modal grades are grade 4 at age 9, grade 8 at age 13, and grade 11 at age 17. The modal grade is lower for 17-year-olds because of differences in age definition and in the time of year the test is given, causing more students to be above the modal grade at age 17 than at any other age. For a more complete explanation, see the supplemental note to *Indicator 15.*

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994,* 1996.

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Table 19-1 Explanations of levels of science proficiency

Level 350: Integrates specialized scientific information

Students at this level can infer relationships and draw conclusions using detailed scientific knowledge from the physical sciences, particularly chemistry. They also can apply basic principles of genetics and interpret the societal implications of research in this field.

Level 300: Analyzes scientific procedures and data

Students at this level can evaluate the appropriateness of the design of an experiment. They have more detailed scientific knowledge, and the skill to apply their knowledge in interpreting information from text and graphs. These students also exhibit a growing understanding of principles from the physical sciences.

Level 250: Applies general scientific information

Students at this level can interpret data from simple tables and make inferences about the outcomes of experimental procedures. They exhibit knowledge and understanding of the life sciences, including a familiarity with some aspects of animal behavior and of ecological relationships. These students also demonstrate some knowledge of basic information from the physical sciences.

Level 200: Understands simple scientific principles

Students at this level are developing some understanding of simple scientific principles, particularly in the life sciences. For example, they exhibit some rudimentary knowledge of the structure and function of plants and animals.

Level 150: Knows everyday science facts

Students at this level know some general scientific facts of the type that could be learned from everyday experiences. They can read simple graphs, match the distinguishing characteristics of animals, and predict the operation of familiar apparatus that work according to mechanical principles.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table 19-2 Percentage of students scoring at or above five levels of science proficiency: 1977, 1982, 1986, 1990, 1992, and 1994

		Year					
Proficiency level	Age	1977	1982	1986	1990	1992	1994
Level 350:	9	0	0	0	0	0	0
Integrates specialized	13	[1]1	0	[2]0	0	[2]0	[2]0
scientific information	17	9	[1]7	8	9	10	10
Level 300:	9	3	2	3	3	3	4
Analyzes scientific	13	11	10	9	11	12	12
procedures and data	17	[1]42	[1,2]37	[1]41	43	[2]47	[2]48
Level 250:	9	[1]26	[1]24	[1]28	[2]31	[2]33	[2]34
Applies general	13	[1]49	[1]51	[1]52	[1,2]56	[2]61	[2]60
scientific information	17	82	[1,2]77	81	81	83	83
Level 200:	9	[1]68	[1]71	[1,2]72	[2]76	[2]78	[2]77
Understands simple	13	[1]86	[1,2]90	[2]92	[2]92	[2]93	[2]92
scientific principles	17	97	96	97	97	98	97
Level 150:	9	[1]94	95	[1,2]96	[2]97	[2]97	[2]97
Knows everyday	13	[1]99	[2]100	[2]100	[2]100	[2]100	[2]100
science facts	17	100	100	100	100	[2]100	100

[1] Statistically significant difference from 1994.

[2] Statistically significant difference from 1977.

NOTE: Some scores were revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table 19-3 Percentile distribution of science proficiency scores, by age and race/ethnicity: 1977, 1982, 1986, 1990, 1992, and 1994

	Age 9						Age 13						Age 17					
Percentile	1977	1982	1986	1990	1992	1994	1977	1982	1986	1990	1992	1994	1977	1982	1986	1990	1992	1994
All students																		
5	144	151	155	160	163	161	174	185	189	191	193	191	213	203	212	210	218	212
10	161	167	170	176	178	177	191	200	203	206	209	207	231	222	230	229	234	232
25	190	194	196	202	204	203	218	224	227	230	235	233	261	252	260	260	264	265
50	222	221	225	230	232	233	249	251	252	256	260	259	291	285	290	292	296	297
75	251	249	253	257	258	260	278	277	276	281	284	283	320	315	319	323	327	326
90	276	272	277	279	281	282	302	299	298	302	303	303	346	342	344	348	350	350
95	291	286	291	292	294	295	317	313	310	315	315	314	362	357	360	363	364	363
White																		
5	163	167	166	177	178	177	191	198	204	209	213	212	231	223	228	233	234	238
10	178	182	181	190	192	191	205	211	216	220	226	225	246	239	245	249	251	254
25	202	204	206	213	214	215	229	233	237	241	246	245	270	266	271	273	277	280
50	230	229	233	238	240	242	256	258	259	264	268	267	298	294	299	301	306	308
75	257	255	259	262	264	266	283	282	282	287	289	289	325	321	325	329	333	334
90	281	278	282	284	285	286	307	303	302	307	307	307	350	346	349	352	355	356
95	295	291	295	296	298	300	321	316	314	319	318	318	365	361	364	367	368	369
Black																		
5	107	124	133	131	138	138	144	160	168	170	162	168	172	166	189	182	192	186
10	123	137	147	145	152	152	158	173	180	182	177	180	187	181	202	197	207	202
25	147	159	170	170	174	175	181	194	198	202	199	198	212	206	225	220	230	229
50	174	188	196	196	201	202	207	217	221	226	224	223	240	235	252	252	255	258
75	203	214	223	224	226	228	235	241	244	249	251	247	268	263	280	283	282	285
90	229	236	246	247	248	252	260	262	264	269	272	272	293	289	306	314	308	310
95	244	246	260	260	260	263	275	275	277	283	286	286	310	305	323	329	325	322
Hispanic																		
5	125	127	134	146	143	139	147	166	171	174	180	175	194	178	194	189	197	186
10	140	142	148	159	157	152	161	179	181	185	193	187	208	194	209	204	215	199
25	164	162	173	181	179	176	186	201	202	206	215	207	234	219	232	231	242	226
50	191	191	200	206	205	200	213	226	226	231	238	231	262	248	259	260	273	263
75	219	216	226	233	230	227	240	249	250	256	261	258	290	278	286	293	298	296
90	246	236	252	253	254	251	266	271	270	280	282	277	317	302	310	317	323	321
95	261	246	265	267	265	264	282	285	283	294	292	290	331	321	324	330	339	336

NOTE: Some scores were revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress. *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table 19-4 Average science proficiency, by age and parents' highest education level: 1977, 1982, 1986, 1990, 1992, and 1994

Parents' highest education level	Year	Age 9 Percentage of students	Age 9 Average proficiency	Age 13 Percentage of students	Age 13 Average proficiency	Age 17 Percentage of students	Age 17 Average proficiency
Less than high school graduate	1977	[1]9	[1]198	[1]13	[1]224	[1]15	265
	1982	[1]6	198	[1,2]10	[1]225	[1]13	258
	1986	[2]4	204	[2]8	229	[2]8	258
	1990	[2]5	[2]210	[2]8	[2]233	[2]8	261
	1992	[2]4	[2]217	[2]6	[2]234	[2]8	262
	1994	[2]4	[2]211	[2]6	[2]234	[2]7	256
Graduated from high school	1977	[1]27	223	[1]33	245	[1]33	[1]284
	1982	[2]15	218	[2]26	243	[1,2]29	[2]275
	1986	[2]16	[1]220	[1]31	245	[1,2]28	[2]277
	1990	[2]16	226	[1,2]27	247	[1,2]26	[2]276
	1992	[2]14	222	[2]23	246	[2]21	280
	1994	[2]14	225	[2]23	247	[2]22	[2]279
Some education after high school	1977	7	237	15	260	[1]17	296
	1982	8	229	17	259	[2]22	[2]290
	1986	7	236	16	258	[2]24	295
	1990	7	238	17	263	[2]24	296
	1992	8	237	[2]18	[2]266	[2]25	296
	1994	7	239	[2]17	260	[2]24	295
Graduated from college	1977	[1]23	[1]232	[1]27	266	[1]30	309
	1982	[2]42	[1]230	[1,2]37	[1]264	[1]32	[1,2]300
	1986	[1,2]38	235	[1,2]38	264	[1,2]37	304
	1990	[1,2]40	236	[1,2]41	268	[1,2]39	306
	1992	[2]42	[2]239	[2]44	269	[2]43	308
	1994	[2]45	[2]238	[2]46	269	[2]44	311

[1] Statistically significant difference from 1994.

[2] Statistically significant difference from 1977.

NOTE: "Percentage of students" represents the percentage of all students in each subgroup. Not shown are approximately one-third of students at age 9 and smaller percentages at ages 13 and 17 who did not know their parents' highest education level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of American Students in Science, 1969 to 1994; Mathematics 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table 19-5 Average science proficiency scores, by age and grade: 1977, 1982, 1986, 1990, 1992, and 1994

Year	Below modal grade[1]		At modal grade[1]		Above modal grade[1]	
	Percentage	Proficiency	Percentage	Proficiency	Percentage	Proficiency
Age 9						
1977	[2]24	[2]197	[2]75	[2]227	[2]1	244
1982	[3]30	[2]198	[2]70	[2]231	1	266
1986	[3]34	[2,3]205	[3]66	[2,3]234	[3,4]0	235
1990	[3]35	[3]211	[3]65	[3]238	[3,4]0	235
1992	[3]38	[3]215	[3]62	[3]240	[3,4]0	248
1994	[3]33	[3]215	[3]66	[3]239	[3,4]0	236
Age 13						
1977	[2]27	[2]223	[2]72	[2]256	1	285
1982	[2]28	[2]229	[2]72	[2]258	[4]0	287
1986	33	[2,3]234	67	260	1	266
1990	[3]36	[3]240	[3]63	[3]264	1	262
1992	[3]37	[3]244	[3]62	[3]266	[4]0	313
1994	[3]38	[3]244	[3]62	[3]264	1	291
Age 17						
1977	[2]14	[2]253	75	[2]295	[2]11	301
1982	[2]16	[2]251	75	[2,3]289	[2]9	[3]292
1986	17	259	75	[2]294	[3]8	299
1990	[3]22	[3]260	[3]70	[3]299	[3]8	298
1992	[3]24	[3]263	[3]70	[3]304	[3]6	305
1994	[3]21	[3]262	73	[3]302	[3]6	303

[1] The modal grade is the most common grade level for students of a particular age. For example, the modal grade at age 9 is fourth grade. Nine-year-olds in fifth grade are above the modal grade, and 9-year-olds in third grade are below the modal grade for their age.

[2] Statistically significant difference from 1994.

[3] Statistically significant difference from 1977.

[4] Percentages less than 0.5 are rounded to 0.

NOTE: The modal grades are: grade 4 at age 9, grade 8 at age 13, and grade 11 at age 17. The modal grade is lower for 17-year-olds because of differences in age definition and in the time of year the test is given, causing more students to be above the modal grade at age 17 than at any other age. For a more complete explanation, see the supplemental note to *Indicator 15*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

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Table 20-1 Average mathematics proficiency scores of eighth-grade students, by country and sex: 1995

Country	Average score			Percentile distribution				
	Total	Boys	Girls	5th	25th	50th	75th	95th
Singapore	643	642	645	499	584	642	704	792
Korea	607	615	598	418	540	609	682	786
Japan	605	609	600	435	536	608	676	771
Hong Kong	588	597	577	415	526	595	659	742
Belgium (Fl)[1]	565	563	567	416	502	566	631	710
Czech Republic	564	569	558	423	496	558	633	725
Slovak Republic	547	549	545	401	483	543	612	700
Switzerland[2]	545	548	543	401	485	549	607	685
Netherlands[3]	541	545	536	397	477	543	604	688
Slovenia[3]	541	545	537	404	477	535	604	690
Bulgaria[3]	540	—	—	378	460	530	621	728
Austria[3]	539	544	536	393	474	537	608	693
France	538	542	536	415	484	534	591	666
Hungary	537	537	537	391	471	534	602	693
Russian Federation	535	535	536	388	471	536	600	687
Australia[3]	530	527	532	372	460	529	600	690
Canada	527	526	530	389	468	527	587	670
Ireland	527	535	520	381	462	526	594	681
Belgium (Fr)[3]	526	530	524	385	467	532	587	658
Israel[3]	522	539	509	371	459	523	586	672
Thailand[3]	522	517	526	388	462	518	580	669
Sweden	519	520	518	384	460	515	579	661
Germany[1,2,3]	509	512	509	368	448	506	572	661
New Zealand	508	512	503	366	443	503	570	663
England[1,2]	506	508	504	361	443	501	570	665
Norway	503	505	501	372	445	499	560	649
Denmark[3]	502	511	494	369	443	500	561	641
United States[2]	500	502	497	356	435	494	563	653
Scotland[3]	498	506	490	364	436	493	559	649
Latvia (LSS)[2]	493	496	491	375	435	487	550	638
Iceland	487	488	486	365	435	481	540	615
Spain	487	492	483	376	436	481	536	616
Greece[3]	484	490	478	347	422	478	546	633
Romania[3]	482	483	480	343	418	476	544	635
Lithuania[2]	477	477	478	348	422	473	533	616
Cyprus	474	472	475	333	412	469	535	621
Portugal	454	460	449	357	411	449	495	569
Iran, Islamic Rep.	428	434	421	336	388	424	466	535
Kuwait[3]	392	—	—	302	355	389	427	493
Colombia[3]	385	386	384	292	343	379	421	496
South Africa[3]	354	360	349	259	313	347	386	484

— Not available.

[1] A participation rate of 75 percent of the schools and students combined was achieved only after replacement for refusals were substituted. See the supplemental note to this indicator for further explanation.

[2] More than 10 percent of the population was excluded from testing. See the supplemental note to this indicator for further explanation. Latvia is designated LSS because only Latvian-speaking schools were tested.

[3] Countries which did not meet international guidelines. See the supplemental note to this indicator for further explanation.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996, tables 1.1, 1.6, and E.1.

Table 20-2 Average science proficiency scores of eighth-grade students, by country and sex: 1995

	Average score			Percentile distribution				
Country	Total	Boys	Girls	5th	25th	50th	75th	95th
Singapore	607	612	603	457	541	603	674	768
Czech Republic	574	586	562	438	513	570	634	716
Japan	571	579	562	421	514	573	632	715
Bulgaria[1]	565	—	—	386	488	560	641	747
Korea	565	576	551	408	504	564	629	719
Netherlands[1]	560	570	550	419	505	561	619	701
Slovenia[1]	560	573	548	421	501	556	620	709
Austria[1]	558	566	549	395	499	558	623	721
Hungary	554	563	545	408	497	552	616	703
England[2,3]	552	562	542	380	484	549	625	727
Belgium (Fl)[3]	550	558	543	416	499	548	609	680
Australia[1]	545	550	540	371	475	545	619	720
Slovak Republic	544	552	537	396	484	543	607	696
Ireland	538	544	532	383	471	536	605	694
Russian Federation	538	544	533	386	474	535	606	697
Sweden	535	543	528	386	476	533	598	686
United States[3]	534	539	530	359	465	537	608	705
Canada	531	537	525	380	472	529	594	685
Germany[1,2,3]	531	542	524	362	463	535	602	691
Norway	527	534	520	385	470	526	588	671
New Zealand	525	538	512	364	458	524	594	692
Thailand[1]	525	524	526	409	479	525	575	646
Israel[1]	524	545	512	356	460	526	591	694
Hong Kong	522	535	507	376	467	524	583	669
Switzerland[2]	522	529	514	371	460	524	587	669
Scotland[1]	517	527	507	357	451	513	584	686
Spain	517	526	508	393	465	514	571	649
France	498	506	490	374	446	498	553	623
Greece[1]	497	505	489	363	439	495	557	643
Iceland	494	501	486	363	442	491	555	623
Romania[1]	486	492	480	321	420	484	556	653
Latvia (LSS)[2]	485	492	478	353	432	482	540	625
Portugal	480	490	468	362	429	477	531	602
Denmark[1]	478	494	463	334	423	477	541	615
Lithuania[2]	476	484	470	346	421	476	533	613
Belgium (Fr)[1]	471	479	463	332	415	472	532	609
Iran, Islamic Rep.	470	477	461	355	422	467	520	592
Cyprus	463	461	465	316	403	462	526	605
Kuwait[1]	430	—	—	316	380	427	484	551
Colombia[1]	411	418	405	291	358	410	467	533
South Africa[1]	326	337	315	185	261	313	376	526

— Not available.

[1] Countries which did not meet international guidelines. See the supplemental note to this indicator for further explanation.

[2] More than 10 percent of the population were excluded from testing. See the supplemental note to this indicator for further explanation. Latvia is designated LSS because only Latvian-speaking schools were tested.

[3] A participation rate of 75 percent of the schools and students combined was achieved only after replacement for refusals were substituted. See the supplemental note to this indicator for further explanation.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Science Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996, tables 1.1, 1.6, and E.1.

Note to Indicator 20: Data collection and sampling guidelines for TIMSS

All countries that participated in the Third International Mathematics and Science Study (TIMSS) were required to administer tests to students representing *Population 2*, defined as "students enrolled in the two adjacent grades that contained the largest proportion of 13-year-old students at the time of testing—seventh-and eighth-grade students in most countries."

In some situations, where it was not possible to implement testing for the entire International Desired Population (*Population 2*), countries were permitted to define a National Desired Population, which excluded some portion of the International Desired Population. For example, Israel's, Latvia's, and Lithuania's populations covered less than 100 percent of the International Desired Population because they needed to define their population according to the structure of school systems. In the case of Germany and Switzerland, however, some regions simply did not wish to participate in the study.

Country	*International Desired Population*	
	Coverage	*Note on Coverage*
Germany	88%	15 of 16 regions
Israel	74%	Hebrew Public Education System
Latvia	51%	Latvian-speaking schools
Lithuania	84%	Lithuanian-speaking schools
Switzerland	86%	22 of 26 cantons

Countries were also permitted to, within their desired population, define a population that excluded a small percentage (less than 10 percent) of schools or students that would be difficult to test (e.g., very small schools or schools located in a remote area). England was the only country that exceeded the 10 percent level, excluding 11.3 percent of schools from the desired population.

The TIMSS used a two-stage sample design, in which the first stage involved selecting 150 public and private schools within each country. Random sampling methods were then used to select one mathematics class and one science class from each school for each grade level (seventh and eighth). The required participation rates from the samples were at least 85 percent of both schools and students or a combined rate of 75 percent.

Compliance with Sampling Guidelines	*Countries*
Countries satisfying guidelines for sample participation rates, grade selection, and sampling procedures	Canada Cyprus Czech Republic France Hong Kong Hungary Iceland Iran, Islamic Rep. Ireland Japan Korea Latvia Lithuania New Zealand Norway Portugal Russian Federation Singapore Slovak Republic Spain Sweden
Countries satisfying guidelines for sample participation rates, with replacement schools	Belgium (Fl) England Germany United States
Countries not satisfying guidelines for sample participation rates	Australia Austria Belgium (Fr) Bulgaria Netherlands Scotland
Countries not meeting age/grade specifications	Colombia Germany Romania Slovenia
Countries with unapproved sampling procedures at the classroom level	Denmark Greece Israel Kuwait South Africa Thailand

Belgium (Fl), England, Germany, and the United States met sampling guidelines only after including replacement schools for those schools refusing or unable to participate. Australia, Austria, Belgium (Fr), Bulgaria, the Netherlands, and Scotland failed to meet sampling participation standards. These countries either did not reach a 50 percent participation rate without the inclusion of replacement schools, or failed to reach the required rate even with the inclusion of replacement schools.

Four countries (Colombia, Germany, Romania, and Slovenia) chose to test their seventh- and eighth-grade students even though these were not the two adjacent grade levels with the highest proportion of 13-year-olds. Although this was done in order to increase the similarity of curricula, it resulted in their students being somewhat older than the students from other countries who participated in the study.

Denmark, Greece, Israel, Kuwait, South Africa, and Thailand, for various reasons, had difficulty complying with guidelines for sampling classrooms. Kuwait tested a single grade with relatively few 13-year-olds, and South Africa and Thailand had low sampling participation rates, contributing to additional difficulties.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Middle School Years, Science Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study (TIMSS)*, 1996.

Table 21-1 Percentage distribution of the population in selected age groups scoring at each of the five literacy levels, by literacy scale and country: 1994

Country and age	Prose scale					Document scale					Quantitative scale				
	Total	Level 1	Level 2	Level 3	Level 4/5	Total	Level 1	Level 2	Level 3	Level 4/5	Total	Level 1	Level 2	Level 3	Level 4/5
Canada															
16-25	100.0	10.7	25.7	43.7	19.9	100.0	10.4	22.3	36.4	31.0	100.0	10.1	28.6	44.6	16.7
26-35	100.0	12.3	28.5	33.1	26.1	100.0	13.5	25.3	33.8	27.5	100.0	12.0	25.5	35.1	27.5
36-45	100.0	13.3	18.6	36.8	31.3	100.0	13.8	22.0	36.8	27.4	100.0	11.9	22.4	35.6	30.1
46-55	100.0	20.6	30.2	30.9	18.4	100.0	23.0	31.0	23.6	22.4	100.0	23.9	32.2	24.8	19.0
56-65	100.0	37.6	26.4	28.0	8.1	100.0	43.8	23.7	23.8	8.7	100.0	39.7	21.5	31.4	7.4
Germany															
16-25	100.0	8.9	29.5	46.2	15.4	100.0	5.2	29.0	43.0	22.8	100.0	4.4	26.4	47.1	22.0
26-35	100.0	12.4	30.6	37.3	19.7	100.0	5.9	29.2	40.0	24.9	100.0	4.9	23.3	42.9	28.9
36-45	100.0	14.5	31.5	39.4	14.5	100.0	9.5	30.6	38.5	21.4	100.0	6.5	22.9	44.3	26.3
46-55	100.0	14.2	37.4	37.5	10.9	100.0	7.4	35.0	43.1	14.5	100.0	7.0	27.1	41.2	24.7
56-65	100.0	22.1	43.2	30.1	4.7	100.0	17.7	40.9	32.6	8.8	100.0	10.8	34.9	40.8	13.5
Netherlands															
16-25	100.0	8.3	22.1	50.1	19.5	100.0	6.1	16.8	51.1	26.0	100.0	7.7	21.0	50.1	21.1
26-35	100.0	6.4	20.5	50.6	22.5	100.0	5.9	19.2	45.7	29.3	100.0	6.7	19.9	45.3	28.2
36-45	100.0	8.6	30.4	46.6	14.3	100.0	9.2	24.2	49.5	17.1	100.0	10.1	25.0	46.0	18.9
46-55	100.0	13.9	38.8	37.5	9.8	100.0	12.6	35.7	38.0	13.7	100.0	12.8	31.0	39.8	16.4
56-65	100.0	20.1	47.5	27.7	4.7	100.0	22.6	40.5	30.1	6.8	100.0	17.6	36.2	36.9	9.3
Poland															
16-25	100.0	26.7	38.3	29.1	5.9	100.0	32.2	33.1	26.2	8.5	100.0	29.6	32.6	31.0	6.7
26-35	100.0	35.0	39.0	22.2	3.7	100.0	39.2	33.8	19.7	7.4	100.0	32.7	33.0	25.6	8.7
36-45	100.0	42.0	38.0	17.2	2.8	100.0	42.6	33.6	18.1	5.7	100.0	36.1	32.1	23.4	8.4
46-55	100.0	53.5	29.6	16.0	1.0	100.0	55.6	27.0	13.3	4.1	100.0	47.7	26.9	19.5	5.9
56-65	100.0	69.5	20.5	9.8	0.2	100.0	70.1	20.9	7.6	1.4	100.0	60.8	21.4	15.6	2.2
Sweden															
16-25	100.0	3.8	16.7	39.8	39.7	100.0	3.1	16.6	39.6	40.7	100.0	4.9	17.6	39.0	38.4
26-35	100.0	4.9	14.2	39.2	41.7	100.0	3.9	10.4	38.1	47.6	100.0	4.0	14.3	36.3	45.4
36-45	100.0	7.1	19.7	41.5	31.7	100.0	6.6	18.2	39.8	35.4	100.0	7.0	16.5	41.2	35.2
46-55	100.0	8.2	21.8	41.8	28.2	100.0	6.8	19.7	43.1	30.3	100.0	5.8	19.7	40.5	34.0
56-65	100.0	15.9	32.7	35.3	16.2	100.0	12.2	33.3	36.0	18.5	100.0	12.9	27.0	37.5	22.6
Switzerland (French)															
16-25	100.0	10.5	31.0	43.1	15.4	100.0	8.7	24.9	40.4	26.0	100.0	6.2	21.4	47.0	25.4
26-35	100.0	11.1	29.4	46.5	13.0	100.0	11.5	22.4	44.5	21.6	100.0	8.8	20.6	47.8	22.9
36-45	100.0	22.1	33.5	35.5	8.9	100.0	19.2	32.9	34.2	13.7	100.0	16.6	25.2	36.4	21.8
46-55	100.0	20.9	35.1	36.1	7.9	100.0	18.0	29.8	42.4	9.7	100.0	16.1	22.7	43.2	18.0
56-65	100.0	27.7	43.3	26.8	2.3	100.0	27.5	38.1	29.8	4.6	100.0	19.2	36.0	33.8	11.0
Switzerland (German)															
16-25	100.0	7.3	35.5	43.4	13.8	100.0	7.1	25.7	41.0	26.3	100.0	6.9	21.9	48.2	22.9
26-35	100.0	16.6	26.8	44.6	12.0	100.0	17.4	20.7	38.8	23.1	100.0	13.1	20.7	40.8	25.4
36-45	100.0	24.2	34.3	32.4	9.1	100.0	21.5	30.3	36.3	12.0	100.0	19.0	26.3	37.9	16.9
46-55	100.0	19.4	41.7	34.7	4.2	100.0	21.0	33.8	35.0	10.2	100.0	14.8	28.5	41.2	15.5
56-65	100.0	30.4	46.0	19.5	4.1	100.0	22.8	39.9	30.6	6.7	100.0	15.8	37.6	35.7	10.8
United States															
16-25	100.0	—	—	—	—	100.0	—	—	—	—	100.0	—	—	—	—
26-35	100.0	19.6	23.2	35.7	21.6	100.0	21.6	22.9	34.5	21.0	100.0	20.1	20.9	35.6	23.5
36-45	100.0	19.5	21.4	30.0	29.2	100.0	23.5	19.7	31.4	25.4	100.0	18.2	23.2	26.9	31.6
46-55	100.0	18.3	25.7	32.2	23.8	100.0	21.4	28.2	33.2	17.3	100.0	19.0	25.2	32.3	23.6
56-65	100.0	23.6	30.7	31.1	14.7	100.0	29.3	32.9	26.0	11.7	100.0	22.4	29.6	32.0	16.0

— Data for this age group are inaccurate due to sampling and non-response problems.

NOTE: Details may not add to totals due to rounding.

SOURCE: Organization for Economic Co-operation and Development and Statistics Canada, *Literacy, Economy and Society, Results of the International Adult Literacy Survey,* 1995.

Table 21-2 **Percentage distribution of the population in selected occupations scoring at each of the five literacy levels, by literacy scale and country: 1994**

Country and occupation	Prose scale					Document scale					Quantitative scale				
	Total	Level I	Level 2	Level 3	Level 4/5	Total	Level I	Level 2	Level 3	Level 4/5	Total	Level I	Level 2	Level 3	Level 4/5
Canada															
Manager/professional	100.0	3.2	17.4	36.5	42.9	100.0	2.6	14.9	32.4	50.1	100.0	2.2	15.0	36.4	46.4
Technician	100.0	4.3	26.4	26.3	43.0	100.0	3.5	12.1	58.6	25.9	100.0	3.9	17.7	33.4	45.0
Clerk	100.0	6.0	27.8	51.2	15.1	100.0	8.2	26.8	36.7	28.3	100.0	4.9	34.6	40.7	19.7
Sales/service	100.0	10.9	29.2	34.5	25.4	100.0	16.4	29.7	29.0	24.8	100.0	15.2	30.7	40.8	13.4
Skilled crafts workers	100.0	29.7	23.1	33.4	13.8	100.0	24.7	30.5	28.8	16.1	100.0	22.2	34.5	29.3	13.9
Machine operator/assembler	100.0	29.1	19.6	39.9	11.4	100.0	27.7	31.3	26.4	14.6	100.0	29.0	28.6	33.7	8.8
Agriculture/primary	100.0	18.6	27.9	39.6	13.8	100.0	17.5	31.4	32.7	18.4	100.0	21.2	25.0	36.1	17.7
Germany															
Manager/professional	100.0	4.5	19.1	44.4	32.0	100.0	1.5	20.0	36.4	42.1	100.0	1.9	14.1	37.3	46.7
Technician	100.0	3.9	22.9	49.0	24.2	100.0	2.3	14.0	54.2	29.6	100.0	1.7	15.4	51.6	31.3
Clerk	100.0	9.6	39.0	38.9	12.5	100.0	5.4	31.1	44.2	19.3	100.0	5.2	26.1	45.6	23.1
Sales/service	100.0	10.4	36.9	36.3	16.5	100.0	5.5	37.3	39.3	17.9	100.0	5.0	25.2	44.5	25.3
Skilled crafts workers	100.0	14.4	35.6	42.9	7.1	100.0	6.7	33.0	46.5	13.7	100.0	3.2	23.8	48.2	24.8
Machine operator/assembler	100.0	21.6	52.8	20.0	5.7	100.0	11.7	48.3	32.1	7.8	100.0	11.2	40.6	36.0	12.3
Agriculture/primary	100.0	36.8	31.3	28.0	3.9	100.0	19.0	39.1	28.7	13.2	100.0	17.6	27.2	38.5	16.7
Netherlands															
Manager/professional	100.0	3.2	20.0	52.1	24.7	100.0	2.3	17.1	52.5	28.0	100.0	1.9	15.1	48.9	34.2
Technician	100.0	2.7	19.6	54.4	23.3	100.0	2.6	15.1	49.6	32.7	100.0	2.9	17.4	50.7	29.0
Clerk	100.0	6.0	24.2	53.2	16.5	100.0	5.0	20.3	55.1	19.5	100.0	4.5	26.7	51.9	16.8
Sales/service	100.0	8.5	29.5	44.2	17.8	100.0	7.1	24.1	49.0	19.8	100.0	7.8	24.1	47.1	21.0
Skilled crafts workers	100.0	10.4	44.6	37.8	7.1	100.0	9.1	36.2	39.1	15.6	100.0	10.1	31.9	44.4	13.6
Machine operator/assembler	100.0	19.1	36.5	36.8	7.6	100.0	12.8	33.4	36.2	17.5	100.0	13.4	24.8	41.5	20.3
Agriculture/primary	100.0	16.9	31.6	43.1	8.4	100.0	16.4	24.2	43.7	15.7	100.0	18.3	27.2	44.0	10.4
Poland															
Manager/professional	100.0	13.1	31.2	40.9	14.8	100.0	19.2	28.4	33.9	18.4	100.0	11.5	26.3	37.5	24.7
Technician	100.0	23.4	45.1	28.0	3.6	100.0	22.2	39.2	29.8	8.8	100.0	18.5	32.7	36.1	12.7
Clerk	100.0	25.1	43.3	28.5	3.1	100.0	33.1	31.7	28.1	7.1	100.0	27.5	31.7	29.5	11.3
Sales/service	100.0	30.5	43.4	22.0	4.2	100.0	34.3	32.9	25.8	6.9	100.0	28.2	36.9	28.1	6.8
Skilled crafts workers	100.0	47.2	38.6	14.0	0.3	100.0	47.1	30.4	16.6	5.9	100.0	41.8	29.3	24.2	4.6
Machine operator/assembler	100.0	48.7	35.0	15.7	0.5	100.0	57.7	27.3	12.7	2.3	100.0	42.7	31.0	19.8	6.5
Agriculture/primary	100.0	62.9	27.8	8.5	0.7	100.0	60.5	29.3	8.9	1.3	100.0	54.3	28.5	15.2	2.0
Sweden															
Manager/professional	100.0	2.4	12.1	38.4	47.0	100.0	1.6	13.7	38.2	46.4	100.0	1.5	15.4	37.0	46.1
Technician	100.0	3.3	16.5	43.1	37.1	100.0	2.8	14.8	41.7	40.8	100.0	3.5	15.0	41.5	40.0
Clerk	100.0	3.4	18.5	43.2	35.0	100.0	2.2	15.8	41.1	40.9	100.0	3.9	14.7	42.1	39.4
Sales/service	100.0	6.6	22.4	38.8	32.1	100.0	5.9	21.5	41.3	31.3	100.0	7.3	21.4	39.8	31.5
Skilled crafts workers	100.0	10.0	26.4	42.5	21.1	100.0	8.4	17.3	44.5	29.8	100.0	6.4	19.5	44.0	30.0
Machine operator/assembler	100.0	7.7	27.5	41.4	23.4	100.0	7.3	19.3	45.3	28.1	100.0	7.9	16.1	42.0	34.0
Agriculture/primary	100.0	11.6	30.0	39.4	19.0	100.0	11.0	25.5	37.8	25.8	100.0	8.0	26.5	39.1	26.4
Switzerland (French)															
Manager/professional	100.0	7.0	17.3	53.3	22.4	100.0	5.4	15.9	49.0	29.7	100.0	4.0	10.8	44.8	40.5
Technician	100.0	8.4	29.5	48.5	13.5	100.0	6.9	30.4	47.9	14.8	100.0	3.7	18.7	57.6	20.0
Clerk	100.0	3.5	39.1	45.7	11.6	100.0	6.3	31.2	46.1	16.4	100.0	3.2	25.1	52.0	19.6
Sales/service	100.0	27.0	45.7	24.6	2.6	100.0	16.7	39.5	34.9	8.9	100.0	19.7	36.3	34.4	9.6
Skilled crafts workers	100.0	25.2	35.7	37.7	1.4	100.0	21.8	28.8	32.0	17.3	100.0	12.2	28.4	40.3	19.0
Machine operator/assembler	100.0	28.0	30.4	31.9	9.7	100.0	27.9	34.7	23.3	14.1	100.0	27.4	31.5	33.0	8.2
Agriculture/primary	100.0	24.8	48.2	24.2	2.8	100.0	19.6	45.1	28.5	6.7	100.0	18.6	39.0	36.7	5.7

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Table 21-2 Percentage distribution of the population in selected occupations scoring at each of the five literacy levels, by literacy scale and country: 1994—Continued

Country and occupation	Prose scale					Document scale					Quantitative scale				
	Total	Level I	Level 2	Level 3	Level 4/5	Total	Level I	Level 2	Level 3	Level 4/5	Total	Level I	Level 2	Level 3	Level 4/5
Switzerland (German)															
Manager/professional	100.0	5.1	31.4	50.4	13.0	100.0	5.0	28.6	44.0	22.4	100.0	3.6	16.5	49.8	30.1
Technician	100.0	3.5	29.9	52.6	14.0	100.0	4.4	22.4	47.7	25.4	100.0	2.6	20.5	49.4	27.5
Clerk	100.0	6.3	38.0	40.4	15.3	100.0	7.1	32.0	42.4	18.5	100.0	8.5	26.4	45.4	19.7
Sales/service	100.0	15.9	44.3	34.7	5.0	100.0	20.1	38.1	36.0	5.8	100.0	12.1	38.8	38.2	10.9
Skilled crafts workers	100.0	24.8	46.5	26.2	2.4	100.0	22.0	36.8	32.7	8.5	100.0	11.5	36.5	39.5	12.5
Machine operator/assembler	100.0	40.1	35.9	24.0	0.0	100.0	30.6	27.3	31.0	11.1	100.0	27.9	24.5	39.6	8.1
Agriculture/primary	100.0	33.3	43.9	20.5	2.3	100.0	31.3	31.9	24.6	12.2	100.0	26.2	32.7	27.0	14.0
United States															
Manager/professional	100.0	3.9	15.6	37.0	43.4	100.0	5.1	14.9	41.0	39.1	100.0	3.7	14.1	36.6	45.6
Technician	100.0	2.4	16.3	47.3	34.0	100.0	4.2	17.0	48.7	30.1	100.0	2.3	10.8	44.4	42.5
Clerk	100.0	7.3	29.8	41.7	21.2	100.0	11.1	34.0	33.1	21.8	100.0	10.6	31.7	35.5	22.1
Sales/service	100.0	24.2	26.1	32.3	17.4	100.0	26.6	25.4	32.8	15.2	100.0	25.1	28.5	29.3	17.2
Skilled crafts workers	100.0	29.4	38.0	25.5	7.1	100.0	29.9	37.6	25.0	7.4	100.0	28.7	31.5	28.9	10.9
Machine operator/assembler	100.0	28.9	36.9	27.8	6.3	100.0	35.4	32.2	25.8	6.6	100.0	30.4	30.9	27.5	11.2
Agriculture/primary	100.0	31.7	21.2	24.5	22.7	100.0	36.4	12.2	27.3	24.1	100.0	33.6	9.5	42.5	14.4

NOTE: Details may not add to totals due to rounding.

SOURCE: Organization for Economic Co-operation and Development and Statistics Canada. *Literacy, Economy and Society, Results of the International Adult Literacy Survey,* 1995.

Table 21-3 Percentage distribution of the five literacy levels within selected income quintiles, by literacy scale and country: 1994

Country and income quintile	Prose scale				Document scale				Quantitative scale			
	Level I	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	Level I	Level 2	Level 3	Level 4/5
Canada												
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No income	46.0	30.0	21.6	12.6	51.7	27.7	20.3	11.9	51.8	27.9	21.4	10.7
Quintile 1	13.8	16.3	17.8	15.3	12.1	17.6	16.5	17.2	13.8	16.9	19.6	11.5
Quintile 2	18.0	14.0	14.5	13.2	18.8	13.6	13.9	13.6	15.2	17.6	14.4	11.2
Quintile 3	11.2	11.9	14.9	15.9	7.4	15.1	17.8	11.9	11.5	15.4	10.5	18.7
Quintile 4	7.1	17.1	15.1	17.9	5.0	13.1	18.8	18.9	4.5	9.7	20.6	19.5
Quintile 5	3.9	10.7	16.2	25.1	5.0	12.8	12.7	26.5	3.2	12.5	13.4	28.3
Germany												
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No income	34.0	34.3	33.2	31.5	42.2	34.6	33.5	27.7	39.6	37.4	32.8	28.6
Quintile 1	8.6	7.9	8.8	9.1	5.6	9.9	8.0	8.4	8.0	10.4	8.3	6.8
Quintile 2	24.3	16.7	14.2	9.5	25.8	17.5	13.6	13.3	21.3	17.9	15.0	13.4
Quintile 3	15.2	15.7	13.4	13.9	11.8	17.7	13.2	13.2	14.0	15.5	14.8	13.1
Quintile 4	10.2	15.6	15.0	12.3	10.6	12.0	16.4	14.7	10.7	10.4	15.6	16.8
Quintile 5	7.6	9.8	15.4	23.6	4.1	8.3	15.2	22.7	6.5	8.3	13.5	21.3
Netherlands												
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No income	52.0	39.9	25.9	21.6	58.0	41.2	25.7	22.0	56.8	40.3	27.6	19.9
Quintile 1	7.6	8.6	11.8	13.0	8.2	8.4	12.2	10.9	11.3	9.1	11.4	10.3
Quintile 2	9.5	8.0	12.2	10.6	6.1	8.8	12.7	9.7	6.4	10.6	12.5	7.8
Quintile 3	19.5	19.5	20.9	22.8	20.1	20.2	20.5	21.8	17.6	20.3	21.3	21.1
Quintile 4	8.7	14.6	12.1	12.8	6.2	12.5	13.3	14.2	6.5	12.5	13.1	14.6
Quintile 5	2.7	9.3	17.1	19.3	1.4	8.8	15.6	21.5	1.4	7.3	14.1	26.4
Poland												
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No income	0.2	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.8
Quintile 1	22.9	20.3	14.7	11.5	24.4	16.4	18.8	11.1	26.4	18.0	16.9	9.5
Quintile 2	22.0	17.5	16.2	10.1	20.0	20.1	15.8	13.1	20.4	20.0	18.2	9.3
Quintile 3	21.3	24.1	22.1	20.2	20.1	24.4	24.0	23.4	20.9	23.0	23.5	23.5
Quintile 4	14.4	21.2	22.3	26.3	16.7	22.7	17.1	22.4	14.2	22.5	19.4	24.1
Quintile 5	19.1	16.9	24.8	32.0	18.9	16.4	24.2	29.0	18.1	16.4	21.9	32.8
Sweden												
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No income	1.8	0.6	0.2	0.1	3.5	0.0	0.3	0.2	3.3	0.0	0.4	0.1
Quintile 1	7.4	8.6	13.7	18.9	5.0	13.2	12.9	17.2	10.0	11.9	13.4	16.6
Quintile 2	21.8	15.3	12.6	9.9	26.3	18.7	11.8	9.2	26.1	17.3	12.7	8.9
Quintile 3	28.2	22.8	17.2	16.6	27.7	21.0	20.1	15.1	25.1	25.9	19.6	13.7
Quintile 4	21.4	28.5	24.2	17.4	24.4	27.2	23.7	18.7	27.3	24.7	24.5	18.6
Quintile 5	19.5	24.2	32.0	37.1	13.0	20.0	31.3	39.6	8.3	20.3	29.4	42.1
Switzerland (French)												
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No income	—	—	—	—	33.4	22.4	20.1	23.5	—	—	—	—
Quintile 1	26.3	26.3	19.7	20.9	28.8	21.1	19.2	13.9	34.2	24.5	20.2	22.5
Quintile 2	26.8	21.4	15.6	22.7	19.3	22.6	19.2	20.0	25.2	22.0	20.0	15.7
Quintile 3	23.0	19.3	21.2	17.7	13.5	21.3	21.8	22.2	26.4	24.9	21.2	11.6
Quintile 4	18.3	19.7	24.0	15.4	5.0	12.6	19.7	20.3	8.7	18.2	24.7	20.5
Quintile 5	5.5	13.3	19.5	23.3	—	—	—	—	5.5	10.5	14.0	29.7

Table 21-3 Percentage distribution of the five literacy levels within selected income quintiles, by literacy scale and country: 1994—Continued

Country and income quintile	Prose scale Level 1	Prose scale Level 2	Prose scale Level 3	Prose scale Level 4/5	Document scale Level 1	Document scale Level 2	Document scale Level 3	Document scale Level 4/5	Quantitative scale Level 1	Quantitative scale Level 2	Quantitative scale Level 3	Quantitative scale Level 4/5
Switzerland (German)												
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No income	—	—	—	—	—	—	—	—	—	—	—	—
Quintile 1	34.9	25.2	23.4	30.2	33.2	26.6	23.8	26.7	34.1	28.6	25.4	22.4
Quintile 2	19.1	14.4	10.5	8.1	22.3	14.9	9.7	9.3	20.5	20.2	8.8	8.5
Quintile 3	20.7	26.3	18.6	19.5	22.0	20.9	22.3	22.4	26.5	21.5	22.1	19.6
Quintile 4	20.5	17.3	22.8	9.5	18.3	17.7	21.5	16.5	17.0	15.2	22.9	16.8
Quintile 5	4.8	16.8	24.6	32.7	4.1	20.0	22.7	25.1	1.8	14.4	20.7	32.7
United States												
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No income	45.2	31.3	20.6	11.9	44.2	30.5	19.2	11.4	44.2	29.6	22.2	12.1
Quintile 1	26.1	22.0	19.7	16.3	25.9	20.2	21.5	14.6	27.6	22.6	21.2	12.4
Quintile 2	17.9	20.2	19.2	16.3	15.9	21.8	18.1	17.7	18.3	22.9	17.6	15.7
Quintile 3	8.0	15.5	21.3	21.6	10.4	16.3	19.6	22.9	8.5	16.3	19.9	22.6
Quintile 4	2.6	8.0	15.1	21.8	2.9	9.0	15.9	21.7	1.2	6.9	14.1	25.4
Quintile 5	0.3	3.0	4.1	12.1	0.7	2.0	5.7	11.8	0.3	1.7	5.0	11.9

— Not available.

NOTE: Details may not add to totals due to rounding.

SOURCE: Organization for Economic Co-operation and Development and Statistics Canada, *Literacy, Economy and Society, Results of the International Adult Literacy Survey,* 1995.

Table 21-4 Percentage distribution of the population with selected educational attainment levels scoring at each of the five literacy levels, by literacy scale and country: 1994

Country and level of educational attainment	Prose scale					Document scale					Quantitative scale				
	Total	Level 1	Level 2	Level 3	Level 4/5	Total	Level 1	Level 2	Level 3	Level 4/5	Total	Level 1	Level 2	Level 3	Level 4/5
Canada															
Preprimary/primary	100.0	67.5	22.1	9.9	0.5	100.0	73.6	15.4	9.7	1.3	100.0	69.4	18.5	11.3	0.8
Lower secondary	100.0	22.2	36.8	33.0	8.1	100.0	23.2	40.2	26.3	10.3	100.0	23.1	41.5	27.6	7.8
Upper secondary	100.0	10.0	29.3	41.2	19.5	100.0	10.5	28.4	36.9	24.1	100.0	8.8	31.7	42.8	16.6
Higher education (non-university)	100.0	4.4	20.9	46.9	27.7	100.0	4.2	17.6	39.1	39.1	100.0	4.2	20.7	48.6	26.4
Higher education (university)	100.0	0.2	10.8	29.8	59.1	100.0	3.3	10.1	38.5	48.1	100.0	2.2	4.4	29.4	64.0
Germany															
Preprimary/primary	100.0	67.7	14.5	17.8	0.0	100.0	55.5	30.2	14.3	0.0	100.0	42.5	20.8	29.2	7.5
Lower secondary	100.0	17.5	38.6	36.0	7.9	100.0	10.5	38.3	39.2	12.0	100.0	7.6	31.0	44.1	17.2
Upper secondary	100.0	7.9	33.6	44.5	14.0	100.0	4.7	26.7	43.5	25.1	100.0	4.1	21.0	49.3	25.7
Higher education (non-university)	100.0	4.1	14.0	49.2	32.6	100.0	4.7	20.2	48.3	26.8	100.0	2.7	11.1	59.4	26.9
Higher education (university)	100.0	4.0	17.0	39.4	39.6	100.0	1.1	17.9	34.8	46.2	100.0	2.0	13.2	28.6	56.2
Netherlands															
Preprimary/primary	100.0	37.8	42.1	17.2	3.0	100.0	36.0	38.7	19.2	6.2	100.0	35.5	35.5	23.7	5.3
Lower secondary	100.0	11.9	44.8	38.3	4.9	100.0	11.2	36.9	43.1	8.8	100.0	11.9	35.5	41.7	10.9
Upper secondary	100.0	2.7	23.3	55.2	18.8	100.0	2.9	18.2	52.4	26.5	100.0	2.7	22.1	52.0	23.2
Higher education (non-university)	100.0	—	—	—	—	100.0	—	—	—	—	100.0	—	—	—	—
Higher education (university)	100.0	1.3	11.9	52.3	34.5	100.0	1.3	13.8	50.0	34.9	100.0	1.7	9.7	49.4	39.3
Poland															
Preprimary/primary	100.0	75.2	19.0	5.7	0.2	100.0	74.6	18.8	5.2	1.4	100.0	69.4	21.3	7.9	1.3
Lower secondary	100.0	42.5	39.7	15.9	1.8	100.0	46.9	33.9	15.2	4.0	100.0	39.4	34.3	22.1	4.1
Upper secondary	100.0	24.9	44.4	28.5	2.3	100.0	27.8	38.3	27.2	6.8	100.0	20.9	36.2	32.9	10.1
Higher education (non-university)	100.0	11.8	38.8	40.7	8.6	100.0	16.4	35.5	36.1	12.1	100.0	15.5	25.7	47.7	11.1
Higher education (university)	100.0	11.2	30.4	42.0	16.4	100.0	15.6	29.6	32.8	22.0	100.0	9.1	25.9	38.6	26.5
Sweden															
Preprimary/primary	100.0	25.2	42.5	24.7	7.6	100.0	22.5	38.1	33.2	6.2	100.0	21.7	32.0	35.3	11.1
Lower secondary	100.0	7.0	20.7	47.3	25.0	100.0	6.8	16.9	45.5	30.8	100.0	7.1	21.0	40.8	31.1
Upper secondary	100.0	5.7	20.5	42.7	31.1	100.0	3.9	19.1	42.1	34.9	100.0	4.8	18.5	41.9	34.8
Higher education (non-university)	100.0	1.4	9.4	43.4	45.8	100.0	1.1	11.1	37.8	50.1	100.0	0.6	14.6	38.5	46.3
Higher education (university)	100.0	0.7	6.3	32.2	60.7	100.0	0.7	8.1	29.8	61.4	100.0	1.0	5.9	29.3	63.7
Switzerland (French)															
Preprimary/primary	100.0	48.8	34.7	14.9	1.6	100.0	41.9	39.7	16.4	2.0	100.0	40.2	37.1	22.4	0.3
Lower secondary	100.0	28.9	51.5	19.6	0.0	100.0	31.1	46.9	19.9	2.1	100.0	22.6	44.0	29.5	4.0
Upper secondary	100.0	11.1	36.4	43.5	9.1	100.0	9.0	31.1	45.1	14.8	100.0	5.6	24.2	48.2	22.0
Higher education (non-university)	100.0	7.0	25.6	56.8	10.7	100.0	2.0	19.5	47.9	30.6	100.0	3.2	13.8	51.8	31.2
Higher education (university)	100.0	4.8	13.4	49.4	32.4	100.0	4.9	7.1	47.9	40.1	100.0	4.2	9.1	45.4	41.4
Switzerland (German)															
Preprimary/primary	100.0	65.8	28.8	5.4	0.0	100.0	72.6	16.7	10.6	0.0	100.0	51.0	26.3	19.7	3.0
Lower secondary	100.0	34.2	42.9	18.7	4.2	100.0	31.6	40.2	17.9	10.3	100.0	22.0	44.0	21.3	12.7
Upper secondary	100.0	11.0	39.8	39.4	9.8	100.0	9.7	30.9	42.9	16.5	100.0	6.9	27.2	46.7	19.2
Higher education (non-university)	100.0	6.8	30.1	54.1	9.0	100.0	5.1	24.9	49.1	20.9	100.0	3.7	14.3	54.2	27.9
Higher education (university)	100.0	6.7	21.1	46.7	25.5	100.0	6.8	15.7	39.1	38.4	100.0	6.8	18.3	36.0	38.9
United States															
Preprimary/primary	100.0	69.3	19.9	8.9	1.8	100.0	74.0	18.8	6.3	1.0	100.0	66.8	23.2	9.1	0.8
Lower secondary	100.0	44.7	30.1	22.3	2.8	100.0	45.2	27.9	21.1	5.9	100.0	44.7	22.8	28.0	4.5
Upper secondary	100.0	16.9	33.7	35.4	13.9	100.0	21.2	33.7	32.5	12.6	100.0	18.4	34.2	33.0	14.5
Higher education (non-university)	100.0	9.5	24.8	39.9	25.8	100.0	11.7	25.0	39.4	24.0	100.0	8.8	23.1	41.3	26.8
Higher education (university)	100.0	4.9	11.9	35.7	47.5	100.0	6.7	13.3	38.9	41.1	100.0	4.9	11.3	32.1	51.8

— Not available.

NOTE: Details may not add to totals due to rounding.

SOURCE: Organization for Economic Co-operation and Development and Statistics Canada, *Literacy, Economy and Society, Results of the International Adult Literacy Survey*, 1995.

Note to Indicator 21: Definitions of literacy scales and levels

This analysis reports the results of a wide-ranging test of literacy skills given to a large sample of adults (ranging from 1,500 to 1,800 per country) in Europe and North America in fall 1994. The International Adult Literacy Survey (IALS) was a collaborative effort among seven governments and three intergovernmental organizations. Each country was required to draw a probability sample that could be representative of the civilian, noninstitutionalized population aged 16–65. In six countries, the survey was conducted in the national language; in Canada, respondents were given a choice of taking the survey in either English or French; in Switzerland, respondents in French-speaking and German-speaking cantons responded to survey questions in their respective languages.

As literacy cannot be narrowed down to a single skill suited for dealing with all types of text, nor defined as an infinite set of skills, the IALS defined literacy in terms of three scales, each encompassing a common set of skills relevant for diverse tasks:

Prose literacy: The knowledge and skills required to understand and use information from texts, including editorials, news stories, poems, and fiction;

Document literacy: The knowledge and skills required to locate and use information contained in various formats, including job applications, payroll forms, transportation schedules, maps, tables, and graphics; and

Quantitative literacy: The knowledge and skills required to apply arithmetic operations, either alone or sequentially, to numbers embedded in printed materials, such as balancing a checkbook, figuring a tip, completing an order form, or determining the amount of interest on a loan from an advertisement.

In each of these three scales, rather than expressing a threshold for achieving literacy, a scale from 0–500 was constructed, upon which tasks of varying difficulty were placed. These scales were developed through the item response theory (IRT) scaling procedures. First, the difficulty of tasks was ranked on a scale according to how well respondents actually performed. Then, each scale was divided into five levels, reflecting the empirically determined progression of information-processing skills and strategies. Next, individuals were assigned scores between 0 and 500 according to how well they performed on a variety of tasks at different levels. Finally, the percentage of readers falling into each skill level was calculated.

A person's ability in each literacy scale can be expressed by a score, defined as the point at which he or she has an 80 percent chance of successfully performing a given task. If a person scores at level 2, it means that this individual has an 80 percent chance of successfully performing level 2 tasks and a greater than 80 percent chance of performing level 1 tasks. It does not mean, however, that individuals with low proficiency cannot succeed at tasks that are rated at higher skill levels—only that the probability of their success is relatively low. Below is a description of the three literacy scales and the tasks required at each proficiency level:

Prose literacy includes text from newspapers, magazines, and brochures accompanied by one or more questions or directives asking the reader to perform specific tasks. These tasks represent three major aspects of information processing: locating, integrating, and generating. Locating tasks require the reader to find information in the text based on conditions or features specified in the question or directive. Integrating tasks ask the reader to pull together two or more pieces of information in the text. Generating tasks ask the reader to produce a written response by processing information from the text, making text-based references, and drawing on background knowledge.

Prose Level 1 (Difficulty values 0–225). Most of the tasks at this level require the reader to locate and match a single piece of information in the text that is identical to or synonymous with the information given in the directive. If a plausible incorrect answer is present in the text, it tends not to be near the correct information.

Prose Level 2 (Difficulty values 226–275). Tasks at this level tend to require the reader to locate one or more pieces of information in the text; however, several distracters may be present and the reader may need to make low-level inferences. Tasks at this level also begin to ask readers to integrate two or more pieces of information, or to compare and contrast information.

Prose Level 3 (Difficulty values 276–325). Tasks at this level tend to direct readers to search the text to match information, requiring the reader to make low-level inferences or to locate text that meets specified conditions. Sometimes the reader is required to identify several pieces of information that are located in different sentences or paragraphs rather than search for information located in a single sentence. Readers may also be asked to integrate or to compare and contrast information across paragraphs or sections of text.

Prose Level 4 (Difficulty values 326–375). These tasks require readers to perform multiple-feature matching or to provide several responses where the requested information must be identified through text-based inferences. Tasks at this level may also require the reader to integrate or contrast pieces of information that are sometimes presented in relatively lengthy texts. Typically, these texts contain more distracting information, and the information that is requested is more abstract.

Prose Level 5 (Difficulty values 376–500). Some tasks at this level require the reader to search for information in dense text that contains a number of plausible distracters. Some tasks require readers to make high-level inferences or use specialized knowledge.

Document literacy involves using materials such as tables, schedules, charts, graphs, maps, and forms. Questions or directives associated with the various document tasks are categorized into four basic types: locating, cycling, integrating, and generating. Locating, integrating, and generating refer to the same skills as those in prose literacy. Cycling tasks require the reader to locate and match one or more features of information, but differ from locating tasks in that they require the reader to engage in a series of feature matches to satisfy conditions given in the question.

Document Level 1 (Difficulty values 0–225). Most of the tasks at this level require the reader to locate a piece of information based on a literal match. Distracting information, if present, is typically located away from the correct answer. Some tasks may direct the reader to enter personal information onto a form.

Document Level 2 (Difficulty values 226–275). Document tasks at this level are more varied. While some still require the reader to match a single feature, more distracting information may be present, and the match may require a low-level inference. Some tasks at this level may require the reader to enter information onto a form or to cycle through information in a document.

Document Level 3 (Difficulty values 276–325). Tasks at this level appear to be the most varied. Some require the reader to make identical or synonymous matches; however, these matches usually require the reader to take conditional information into account or to match multiple features of information.

Document Level 4 (Difficulty values 326–375). Tasks at this level, like those in the previous levels, ask the reader to match multiple features of information, to cycle through documents, and to integrate information; frequently, these tasks require the reader to make higher order inferences to arrive at the correct answer. Sometimes the reader must take conditional information into account.

Document Level 5 (Difficulty values 376–500). Tasks at this level require the reader to search through complex displays of information that contain multiple distracters, make high-level inferences, process conditional information, or use specialized knowledge.

Quantitative literacy involves using numbers and arithmetic operations to complete a task. These tasks require the reader to locate and extract numbers from different types of documents that contain similar but irrelevant information, infer numbers from printed directions, or calculate numbers using multiple operations.

Quantitative Level 1 (Difficulty values 0–225). Although no quantitative tasks used in the IALS fall below the score of 225, experience suggests that such tasks would require the reader to perform a single, relatively simple operation (usually addition) for which either the numbers are already entered into the given document and the operation is stipulated, or the numbers are provided and the operation does not require the reader to borrow.

Quantitative Level 2 (Difficulty values 226–275). Tasks at this level typically require readers to perform a single arithmetic operation (frequently addition or subtraction) using numbers that are easily located in the text or document. The operation to be performed may be easily inferred from the wording of the question or the format of the material (for example, a bank deposit form or an order form).

Quantitative Level 3 (Difficulty values 276–325). Tasks at this level typically require the reader to perform a single operation. However, the operations are more varied—some multiplication and division tasks are found at this level. Sometimes two or more numbers are needed to solve the problem, and the numbers are frequently embedded in more complex displays. While semantic relation terms such as "how many" or "calculate the difference" are often used, some of the tasks require the reader to make higher order inferences to determine the appropriate operation.

Quantitative Level 4 (Difficulty values 326–375). With one exception, the tasks at this level require the reader to perform a single arithmetic operation in which the quantities or the operations are not easily determined. That is, for most of the tasks at this level, the question or directive does not provide a semantic relation term such as "how many" or "calculate the difference" to help the reader.

Quantitative Level 5 (Difficulty values 376–500). Tasks at this level require readers to perform multiple operations sequentially; the reader must pull out the features of the problem from the material provided or rely on background knowledge to determine the quantities or operations needed.

SOURCE: Organization for Economic Co-operation and Development and Statistics Canada. *Literacy, Economy and Society, Results of the International Adult Literacy Survey*, 1995.

Table 22-1 Percentage of 25- to 29-year-olds who have completed high school, by race/ethnicity and sex: March 1971–96

	All			White			Black			Hispanic		
March	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	77.7	79.1	76.5	81.7	83.0	80.5	58.8	56.7	60.5	48.3	51.3	45.7
1972	79.8	80.5	79.2	83.4	84.1	82.7	64.1	61.7	66.0	47.6	47.1	47.9
1973	80.2	80.6	79.8	84.0	84.2	83.9	64.1	63.2	64.9	52.3	54.2	50.6
1974	81.9	83.1	80.8	85.5	86.0	85.0	68.4	71.5	65.8	54.1	55.9	52.5
1975	83.1	84.5	81.7	86.6	88.0	85.2	71.1	72.3	70.1	53.1	52.2	53.9
1976	84.7	86.0	83.5	87.7	89.0	86.4	74.0	72.8	74.9	58.1	57.6	58.4
1977	85.4	86.6	84.2	88.6	89.2	88.0	74.5	77.5	72.0	58.0	61.9	54.6
1978	85.3	86.0	84.6	88.5	88.8	88.2	77.4	78.7	76.3	56.5	58.5	54.6
1979	85.6	86.3	84.9	89.2	89.8	88.5	74.7	74.0	75.3	57.1	55.5	58.6
1980	85.4	85.4	85.5	89.2	89.1	89.2	76.7	74.8	78.3	57.9	57.0	58.8
1981	86.3	86.5	86.1	89.8	89.7	89.9	77.6	78.8	76.6	59.8	59.1	60.4
1982	86.2	86.3	86.1	89.1	89.1	89.1	81.0	80.4	81.5	61.0	60.6	61.2
1983	86.0	86.0	86.0	89.3	89.3	89.3	79.5	79.0	79.9	58.4	57.8	58.9
1984	85.9	85.6	86.3	89.4	89.4	89.4	79.1	75.9	81.7	58.6	56.7	60.1
1985	86.2	85.9	86.4	89.5	89.2	89.9	80.5	80.6	80.5	61.0	58.6	63.1
1986	86.1	85.9	86.4	89.6	88.7	90.4	83.5	86.4	81.0	59.1	58.2	60.0
1987	86.0	85.5	86.4	89.4	88.9	90.0	83.5	84.5	82.6	59.8	58.6	61.0
1988	85.9	84.7	87.1	89.7	88.4	90.9	80.9	80.9	80.9	62.3	59.9	64.8
1989	85.5	84.4	86.5	89.3	88.2	90.4	82.3	80.5	83.8	61.0	61.0	61.1
1990	85.7	84.4	87.0	90.1	88.6	91.6	81.8	81.4	82.0	58.2	56.6	59.9
1991	85.4	84.9	85.8	89.8	89.2	90.5	81.8	83.6	80.1	56.7	56.4	57.2
High school diploma or equivalency certificate												
1992	86.3	86.1	86.5	90.6	90.3	91.1	80.9	82.7	79.3	60.9	61.1	60.6
1993	86.7	86.0	87.4	91.2	90.7	91.8	82.7	84.8	80.8	60.9	58.2	63.9
1994	86.1	84.5	87.6	91.1	90.0	92.3	84.1	82.8	85.3	60.3	58.0	63.0
1995	86.9	86.3	87.4	92.5	92.0	93.0	86.8	88.4	85.3	57.2	55.7	58.7
1996	87.3	86.5	88.1	92.6	92.0	93.1	86.0	87.9	84.5	61.1	59.7	62.9

NOTE: In 1992, the Current Population Survey (CPS) changed the questions used to obtain the educational attainment of respondents. The category "diploma or equivalency certificate" includes those who have a high school diploma or an equivalency certificate. See the supplemental note to this indicator for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys, various years.

Table 22-2 Percentage of 25- to 29-year-old high school graduates who have completed 1 or more years of college, by race/ethnicity and sex: March 1971–96

	All			White			Black			Hispanic		
March	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	43.6	48.7	38.4	44.9	50.2	39.5	30.9	29.0	32.2	30.6	38.3	22.8
1972	45.1	50.7	39.5	46.3	52.3	40.2	33.3	31.7	34.6	32.1	37.2	28.3
1973	45.3	51.4	39.4	46.6	53.0	40.2	33.5	33.5	33.5	31.6	39.4	24.5
1974	48.9	53.8	44.1	50.4	55.6	45.2	35.4	36.9	34.1	39.2	44.1	34.5
1975	50.1	56.0	44.1	51.2	57.3	44.9	38.7	41.0	36.8	41.1	50.4	32.6
1976	52.1	58.2	46.0	53.8	60.1	47.4	37.2	40.5	34.7	36.3	42.3	31.2
1977	53.2	58.0	48.5	54.8	59.9	49.7	41.7	44.2	39.6	41.1	42.6	39.5
1978	54.4	59.3	49.6	55.9	61.4	50.3	44.9	45.2	44.4	43.6	47.2	40.1
1979	54.1	57.7	50.6	55.7	59.4	51.9	41.7	40.7	42.5	44.0	50.7	38.0
1980	52.3	55.8	49.0	53.8	57.3	50.3	42.3	43.6	41.3	39.9	45.5	34.7
1981	50.1	52.7	47.5	51.2	54.1	48.3	42.5	43.0	42.2	39.6	41.7	37.7
1982	49.9	51.5	48.3	50.7	52.2	49.1	45.8	47.4	44.6	39.6	40.6	38.7
1983	50.6	52.1	49.0	51.6	53.4	49.7	41.6	42.0	41.2	42.9	41.1	44.6
1984	50.1	50.9	49.3	51.0	51.7	50.3	41.6	41.6	41.7	45.6	47.5	44.0
1985	50.8	51.5	50.1	51.8	52.5	51.2	42.7	42.4	42.9	44.2	45.9	42.9
1986	51.0	51.4	50.8	52.3	52.8	51.8	43.4	41.5	45.2	42.9	42.8	43.0
1987	50.7	50.4	51.0	51.4	51.5	51.4	43.0	38.4	47.0	44.6	46.3	43.1
1988	50.8	51.6	50.1	51.8	52.4	51.2	41.2	42.9	39.7	44.9	44.3	45.6
1989	51.3	52.0	50.5	52.8	53.4	52.2	42.1	42.2	41.9	44.3	44.8	43.9
1990	52.0	51.8	52.1	53.6	53.4	53.8	44.1	43.0	45.0	40.1	40.4	39.8
1991	53.1	52.3	53.8	54.9	54.7	55.1	43.2	38.3	47.7	42.2	40.9	43.4
						Some college						
1992	56.7	56.0	57.4	58.8	58.3	59.2	44.7	42.3	46.9	46.8	44.5	49.6
1993	58.9	57.6	60.1	61.0	60.3	61.6	48.4	43.6	52.5	48.8	46.1	51.9
1994	60.5	58.9	62.0	62.7	61.0	64.3	49.6	48.7	50.3	51.5	48.3	55.0
1995	62.2	60.6	63.9	64.6	62.6	66.7	52.0	51.2	52.5	50.3	48.0	52.7
1996	64.7	63.1	66.3	67.0	65.5	68.4	55.9	54.5	57.1	50.9	47.0	55.6

NOTE: In 1992, the Current Population Survey (CPS) changed the questions used to obtain the educational attainment of respondents. The category "some college" includes those with an associate's degree or vocational certificate. See the supplemental note to this indicator for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 22-3 Percentage of 25- to 29-year-old high school graduates who have completed 4 or more years of college, by race/ethnicity and sex: March 1971–96

	All			White			Black			Hispanic		
March	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	22.0	25.8	18.1	23.1	27.0	19.1	11.5	12.1	10.9	10.5	15.4	5.8
1972	23.7	27.3	20.2	24.9	28.6	21.1	13.1	11.6	14.3	7.8	9.5	6.4
1973	23.6	26.8	20.5	24.8	28.3	21.3	12.7	11.3	13.8	10.8	12.4	9.7
1974	25.3	28.7	21.8	27.2	31.1	23.2	11.5	12.3	11.0	10.1	8.9	11.2
1975	26.3	29.7	22.9	27.5	31.1	23.7	14.7	15.3	14.2	16.6	19.7	13.4
1976	28.0	32.0	24.1	29.3	33.5	25.0	17.6	16.5	18.6	12.7	17.9	8.2
1977	28.1	31.2	25.1	29.8	33.4	26.3	16.9	16.5	17.3	11.5	11.3	11.7
1978	27.3	30.2	24.4	28.9	32.6	25.3	15.2	13.6	16.5	17.1	16.4	17.9
1979	27.0	29.9	24.2	28.6	31.6	25.5	16.6	17.8	15.7	12.9	14.2	11.4
1980	26.3	28.1	24.5	28.0	30.1	26.0	15.0	14.0	15.8	13.2	15.0	11.8
1981	24.7	26.6	22.8	26.3	28.4	24.2	14.9	15.4	14.5	12.5	14.4	10.9
1982	25.2	26.9	23.4	26.7	28.8	24.6	15.6	14.6	16.4	15.9	17.8	14.2
1983	26.2	27.8	24.6	27.4	29.4	25.4	16.2	16.5	15.9	17.8	16.8	18.8
1984	25.5	27.1	24.0	27.0	28.5	25.4	14.8	17.1	13.0	18.1	17.0	19.2
1985	25.7	26.9	24.6	27.3	28.6	26.0	14.4	12.9	15.6	18.2	18.6	17.7
1986	26.0	26.7	25.3	28.1	29.1	27.1	14.2	11.9	16.3	15.3	15.4	15.2
1987	25.6	26.1	25.2	27.6	28.0	27.1	13.8	14.0	13.6	14.5	15.7	13.4
1988	26.4	27.6	25.2	28.0	29.1	26.9	14.8	15.3	14.4	18.1	19.8	16.3
1989	27.3	28.3	26.5	29.5	30.5	28.5	15.4	15.0	15.6	16.5	15.7	17.2
1990	27.1	28.0	26.2	29.3	30.0	28.6	16.4	18.6	14.5	14.0	12.9	15.2
1991	27.2	27.0	27.3	29.7	29.7	29.8	13.4	13.7	13.1	16.3	14.4	18.1
Bachelor's degree or higher												
1992	27.3	26.9	27.8	30.0	29.5	30.4	13.7	14.2	13.2	15.6	14.3	17.0
1993	27.3	27.2	27.4	29.8	30.0	29.5	16.1	14.8	17.2	13.6	12.1	15.3
1994	27.0	26.6	27.4	29.7	29.8	29.6	16.2	14.0	17.9	13.3	11.3	15.5
1995	28.4	28.4	28.5	31.2	30.9	31.4	17.8	19.7	16.1	15.5	14.0	17.1
1996	31.1	30.2	32.0	34.1	33.6	34.7	17.0	13.9	19.6	16.4	17.1	15.6

NOTE: In 1992, the Current Population Survey (CPS) changed the questions used to obtain the educational attainment of respondents. The category "bachelor's degree or higher" includes those with an advanced degree. See the supplemental note to this indicator for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Note to Indicator 22: Educational attainment

The Current Population Survey (CPS), which is used for *Indicators 22, 32, 33,* and others, changed the questions used to obtain a respondent's educational attainment beginning in 1992. Before 1992, the educational attainment questions were 1) "What is the highest grade or year of regular school...has ever attended?" and 2) "Did ...complete the grade?" There were 19 response categories for grades 1–8, for the 1st–4th year of high school, and for the 1st–6th year of college.

If respondents attended grade 12, for example, but did not complete it, it was assumed that they had completed grade 11. If the highest grade respondents had completed was 9, 10, or 11, they were classified as high school dropouts. If the highest grade completed was 12 or greater, they were considered to have completed high school. If they had completed the 4th year of college or greater, they were considered to have completed college.

Beginning in 1992, the two questions were changed to a single question: "What is the highest level of school...has completed or the highest degree...has received?" In the new response categories, several of the lower levels were collapsed into a single summary category such as "1st, 2nd, 3rd, or 4th grades." At the high school level, a new category "12th grade, no diploma" was added. The biggest change was in the categories for high school completion and beyond, which are as follows:

- High school graduate, high school diploma or equivalent (e.g., GED);
- Some college but no degree;
- Associate's degree in college, academic program;
- Associate's degree in college, occupational or vocational program;
- Bachelor's degree (e.g., B.A., A.B., B.S.);
- Master's degree (e.g., M.A., M.S., M.Eng., M.Ed., M.S.W., M.B.A.);
- Professional school degree (e.g., M.D., D.D.S., D.V.M., L.L.B., J.D.); and
- Doctor's degree (e.g., Ph.D., Ed.D.).

The new question puts more emphasis on credentials received beginning at the high school level and puts less emphasis on the level attended or completed in college if that attendance did not lead to a credential.

This change created some uncertainty about the comparability of measures, such as high school completion rates and college completion rates over time. Below is a discussion of the possible effects the new question may have on high school and college completion rates.

High school completion: The earlier educational attainment question did not explicitly address high school equivalency certificates. Therefore, it is possible that an individual who attended grade 10, dropped out without completing that grade, and later took the GED test and received a high school equivalency credential would not have been counted as completing high school. The new question, however, explicitly treats these individuals as high school graduates. Since 1988, an additional question has been added to the October CPS to explicitly ask respondents whether they had taken the GED. The vast majority of those who responded "yes" were classified as high school graduates using the educational attainment question.

The earlier educational attainment question treated individuals who completed grade 12 as high school graduates. However, the new question added a new response category called "12th grade, no diploma," and these respondents were not treated as graduates. However, the number of individuals in this category historically has been very small. In summary, it appears that the question change has had minor effects on measured high school completion rates.

College completion: With the increasing prevalence of individuals taking more than 4 years to earn a bachelor's degree, some researchers are concerned that the college completion rate based on the category "4th year or higher of college completed" would overstate the bachelor's degree (or higher) completion rate. However, the college completion rates among those aged 25–29 in 1992 and 1993 using the new CPS question were very similar to the completion rates for those in 1990 and 1991 using the old questions. In summary, it appears that the question change has had a very small effect on measured college completion rates.

Some college: With the new question, someone who attends college for only a few months should respond "some college," but with the old question they should have responded "attended first year of college and did not complete it." In the past, the calculation of the percentage of the population with 1–3 years of college excluded these individuals. However, with the new question, the information to exclude them is not available, and those with only a few months of college are included in the "some college" category. So, in principle, the percentage of individuals with "some college" or an associate's degree would be expected to be larger than the percentage with 1–3 years of college. Therefore, it does not appear useful to compare the percentage of those with "some college or an associate's degree" using the new question, to the percentage of those who completed "1–3 years of college" using the old question.

Indicators 32 and 33 use labor force statistics for the civilian population and annual median earnings for wage and salary workers with different levels of educational attainment. The discussion above suggests that the "high school graduate with no further education" category based on the new item is larger than before, because it includes all those with an equivalency certificate; however, it is actually smaller than before because it excludes those who completed "12th grade, no diploma" and those with only a few months of college. The latter group is now included in the "1–3 years of college" category.

Nevertheless, the employment and earnings of the respondents who have been added and dropped from each category are similar; therefore, the net effect of the misclassification on employment rates and average annual earnings is likely to be minor. For this reason, it is still useful to compare the employment rates and median annual earnings of recent cohorts with "some college or an associate's degree" to older cohorts who completed "1–3 years of college."

For further information on this issue, see Robert Kominski and Paul M. Siegel, "Measuring Education in the Current Population Survey," *Monthly Labor Review,* September 1993.

Table 23-1 Percentage of the population who had completed secondary and higher education, by sex, country, and age: 1994

Country	Total		Male		Female	
	Secondary education[1]	Higher education	Secondary education[1]	Higher education	Secondary education[1]	Higher education
			25–64 years old			
Large countries						
Canada	74.1	16.9	73.6	18.5	74.5	15.2
France[2]	67.1	9.2	71.3	10.6	63.0	7.9
Germany	84.0	12.6	90.0	15.7	77.7	9.3
Italy	33.2	7.5	35.0	8.5	31.4	6.5
Japan[3]	69.7	13.3	70.9	21.5	68.5	5.2
United Kingdom	74.5	11.7	80.1	14.8	68.9	8.6
United States	85.1	24.4	84.7	26.7	85.6	22.3
Other countries						
Australia	50.2	13.4	60.1	14.2	40.3	12.6
Austria	68.1	5.6	75.4	7.2	60.7	4.1
Belgium	49.4	10.1	50.8	13.0	47.9	7.2
Denmark	60.0	13.7	64.1	14.2	55.8	13.1
Finland	63.6	10.9	62.8	12.5	64.4	9.2
Greece	44.5	12.1	46.5	13.6	42.6	10.6
Ireland	45.2	8.8	41.7	10.2	48.7	7.4
Netherlands	59.8	21.4	65.3	24.5	54.2	18.2
New Zealand	57.3	9.2	62.9	10.7	51.8	7.8
Norway	80.7	16.4	81.2	17.2	80.2	15.5
Portugal	19.1	7.2	18.8	7.8	19.4	6.7
Spain	26.2	11.0	28.6	11.2	23.9	10.8
Sweden	72.3	12.2	70.7	12.6	73.9	11.9
Switzerland	82.2	8.4	88.8	11.6	75.6	5.2
Turkey	19.8	7.0	22.2	8.2	16.2	5.3
			25–34 years old			
Large countries						
Canada	82.3	18.4	80.6	18.0	84.0	18.9
France[2]	84.4	11.6	86.4	11.9	82.3	11.3
Germany	89.6	11.9	91.6	12.7	87.5	11.0
Italy	47.3	7.9	45.6	7.7	49.0	8.1
Japan[3]	90.6	22.9	89.3	34.2	91.8	11.5
United Kingdom	86.1	13.7	87.3	15.7	84.9	11.7
United States	86.4	23.4	85.2	23.4	87.5	23.5
Other countries						
Australia	54.3	14.7	61.8	13.9	46.9	15.6
Austria	79.3	6.3	82.6	7.0	75.8	5.6
Belgium	65.2	13.5	63.4	15.3	67.2	11.6
Denmark	67.9	13.6	68.1	13.1	67.6	14.2
Finland	81.9	11.8	79.3	12.7	84.7	10.8
Greece	62.5	15.3	62.2	14.6	62.7	16.0
Ireland	61.4	10.8	55.9	10.9	66.7	10.6
Netherlands	69.4	23.9	69.1	25.0	69.7	22.9
New Zealand	61.5	9.9	65.5	10.6	57.8	9.3
Norway	88.9	18.2	87.5	16.6	90.3	19.9
Portugal	30.2	9.6	25.9	8.1	34.1	11.0
Spain	45.3	17.1	44.0	14.8	46.6	19.3
Sweden	84.6	9.7	83.4	9.5	85.9	9.9
Switzerland	88.7	8.9	92.1	11.4	85.1	6.4
Turkey	23.6	6.6	27.2	7.5	19.5	5.6

Table 23-1 Percentage of the population who had completed secondary and higher education, by sex, country, and age: 1994—Continued

Country	Total		Male		Female	
	Secondary education[1]	Higher education	Secondary education[1]	Higher education	Secondary education[1]	Higher education
			35–44 years old			
Large countries						
Canada	79.2	18.2	77.8	19.2	80.6	17.2
France[2]	72.8	9.7	77.2	11.1	68.4	8.4
Germany	88.2	16.4	91.9	19.5	84.4	13.2
Italy	41.0	10.3	43.0	11.3	38.9	9.2
Japan[3]	77.0	14.5	77.0	23.6	77.0	5.4
United Kingdom	78.5	13.8	83.9	17.0	73.1	10.7
United States	88.7	27.0	88.4	29.1	89.1	25.0
Other countries						
Australia	53.5	16.4	65.1	17.9	42.1	14.9
Austria	72.0	7.2	78.9	8.9	64.7	5.4
Belgium	53.6	11.1	54.1	14.1	53.0	8.1
Denmark	61.7	16.3	65.8	16.2	57.3	16.4
Finland	72.1	12.8	70.6	14.0	73.7	11.7
Greece	49.9	14.6	51.6	16.6	48.3	12.6
Ireland	47.5	9.8	44.0	11.6	50.9	8.0
Netherlands	63.7	24.5	68.7	27.8	58.6	21.2
New Zealand	60.0	11.4	65.7	13.6	54.6	9.3
Norway	84.7	20.0	84.3	20.8	85.0	19.2
Portugal	22.3	9.5	22.6	10.2	22.1	8.9
Spain	29.3	12.6	32.4	12.6	26.2	12.7
Sweden	77.9	14.4	75.0	14.9	80.9	13.9
Switzerland	84.5	10.0	89.2	13.3	79.4	6.6
Turkey	19.7	8.0	23.1	9.3	14.7	5.9
			45–54 years old			
Large countries						
Canada	70.1	17.4	70.9	21.1	69.4	13.7
France[2]	60.3	9.2	65.2	11.3	55.4	7.0
Germany	83.7	13.2	90.5	18.0	76.6	8.3
Italy	25.6	7.1	29.5	8.7	21.8	5.6
Japan[3]	59.6	9.1	62.4	15.8	56.9	2.5
United Kingdom	69.1	10.6	77.2	14.7	61.1	6.5
United States	85.1	26.2	85.1	30.3	85.1	22.1

Table 23-1 Percentage of the population who had completed secondary and higher education, by sex, country, and age: 1994—Continued

Country	Total		Male		Female	
	Secondary education[1]	Higher education	Secondary education[1]	Higher education	Secondary education[1]	Higher education
Other countries						
Australia	47.3	12.2	58.0	13.7	36.2	10.6
Austria	63.7	5.1	72.6	7.4	54.7	2.8
Belgium	42.9	8.9	45.8	12.5	39.9	5.3
Denmark	59.3	13.6	64.2	15.3	54.2	11.9
Finland	55.9	11.5	55.5	14.1	56.4	8.9
Greece	34.6	10.2	39.0	12.9	30.3	7.5
Ireland	35.2	7.5	32.8	9.7	37.6	5.3
Netherlands	53.9	19.4	62.5	23.9	45.0	14.8
New Zealand	55.8	8.8	62.4	10.9	49.1	6.7
Norway	77.8	14.8	79.0	17.3	76.6	12.1
Portugal	14.7	6.3	15.9	8.0	13.7	4.7
Spain	16.0	8.0	20.5	10.2	11.7	6.0
Sweden	68.6	14.7	66.3	15.1	71.0	14.2
Switzerland	79.3	7.9	87.8	11.3	70.8	4.5
Turkey	16.3	8.0	18.4	9.7	12.4	4.8

[1] Includes individuals who had at least completed secondary education.

[2] France's definitions of ISCED levels were changed so that they would be more similar to EUROSTAT definitions and would be easier to compare to the definitions of other countries. As a result, data for 1994 are not directly comparable with data for other years.

[3] Data are for 1989.

NOTE: In the United States, completing secondary education is defined as graduating from high school or earning a GED; completing higher education is defined as earning a bachelor's degree or higher.

SOURCE: Organization for Economic Cooperation and Development, Indicators of Education Systems, *OECD Education Statistics 1985–1994*.

Table 24-1 Percentage of high school graduates taking selected mathematics and science courses in high school, by race/ethnicity: 1982, 1987, 1990, and 1994

	1982					1987				
Mathematics and science Courses (credits)	White	Black	His- panic	Asian/ Pacific Islander	American Indian/ Alaskan Native	White	Black	His- panic	Asian/ Pacific Islander	American Indian/ Alaskan Native
Mathematics[1]										
Any mathematics (1.00)	98.7	99.2	97.2	100.0	99.6	98.9	98.2	99.1	99.8	98.7
Algebra I (1.00)	57.8	42.4	42.4	55.5	33.2	66.1	54.6	53.6	63.6	60.9
Geometry (1.00)	51.0	28.8	25.6	64.9	33.2	63.0	42.2	39.6	81.1	43.2
Algebra II (0.50)	36.0	22.0	18.0	45.6	10.8	51.6	30.8	29.2	66.4	27.6
Trigonometry (0.50)	13.7	6.0	6.4	26.8	3.0	20.4	10.6	9.8	41.3	4.2
Analysis/pre-calculus (0.50)	6.8	2.2	2.8	14.5	1.8	13.2	5.1	7.3	39.4	5.4
Statistics/probability (0.50)	1.2	0.5	0.1	1.7	[2]0.0	1.4	0.3	0.2	1.5	[2]0.0
Calculus (1.00)	5.4	1.3	1.7	12.8	4.0	5.6	2.2	3.6	29.4	0.4
AP calculus (1.00)	1.8	0.3	0.4	5.5	0.1	2.7	1.4	2.6	23.5	0.4
Science										
Any science (1.00)	96.9	97.4	93.8	96.2	92.1	98.8	98.1	98.6	99.3	99.8
Biology (1.00)	78.3	73.0	68.2	83.7	66.7	88.7	84.7	85.4	91.5	90.2
AP/honors biology (1.00)	7.4	4.6	3.1	11.9	0.6	2.7	1.4	1.6	4.2	0.3
Chemistry (1.00)	34.1	21.9	15.5	52.8	25.9	46.6	28.4	29.1	69.8	26.4
AP/honors chemistry (1.00)	3.3	1.6	1.3	5.8	0.9	3.4	1.1	2.2	15.3	0.6
Physics (1.00)	16.3	7.3	5.7	34.8	8.1	20.6	9.7	9.9	46.5	8.3
AP/honors physics (1.00)	1.2	0.9	0.4	3.4	[2]0.0	1.6	0.4	0.8	5.6	1.4
Engineering (1.00)	0.2	0.1	0.1	[2]0.0	[2]0.0	0.1	0.4	0.1	0.4	[2]0.0
Astronomy (0.50)	1.3	0.4	0.7	[2]0.0	[2]0.0	0.9	0.3	0.7	0.7	0.5
Geology/earth science (0.50)	14.0	10.0	11.2	9.6	18.8	14.0	18.1	11.6	12.4	12.3
Biology and chemistry (2.00)	31.3	19.7	14.2	48.5	21.9	45.1	27.2	27.9	66.3	24.8
Biology, chemistry, and physics (3.00)	12.2	4.8	3.9	28.4	7.8	17.6	8.3	8.2	41.8	6.2

Table 24-1 Percentage of high school graduates taking selected mathematics and science courses in high school, by race/ethnicity: 1982, 1987, 1990, and 1994—Continued

Mathematics and science courses (credits)	1990					1994				
	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native
Mathematics[1]										
Any mathematics (1.00)	99.5	99.5	99.9	99.9	100.0	99.6	99.3	99.2	100.0	98.9
Algebra I (1.00)	64.2	65.1	64.8	63.2	61.7	67.5	65.0	70.7	61.7	58.7
Geometry (1.00)	65.6	56.2	53.6	70.6	55.7	72.7	58.1	69.4	75.8	60.0
Algebra II (0.50)	55.0	41.4	35.7	59.9	47.1	61.6	43.7	51.0	66.6	39.2
Trigonometry (0.50)	19.3	14.0	10.8	35.1	14.7	18.6	13.6	9.8	25.3	6.7
Analysis/pre-calculus (0.50)	14.8	6.2	7.2	25.3	7.6	18.2	9.8	13.9	33.9	8.7
Statistics/probability (0.50)	1.0	1.1	0.9	1.5	0.3	2.3	1.7	1.0	1.1	1.2
Calculus (1.00)	6.9	2.8	3.8	18.5	4.2	9.6	3.8	6.0	23.4	3.8
AP calculus (1.00)	4.2	1.2	3.0	15.6	3.0	7.3	2.0	4.6	21.0	2.2
Science										
Any science (1.00)	99.3	99.6	99.3	99.8	100.0	99.7	99.5	99.3	99.3	99.7
Biology (1.00)	91.5	91.3	90.3	90.4	90.5	94.4	91.3	94.0	90.9	91.2
AP/honors biology (1.00)	5.0	3.8	2.4	6.3	1.9	4.6	2.7	3.3	8.3	1.7
Chemistry (1.00)	51.5	40.3	38.4	63.6	35.5	58.5	43.8	46.5	69.3	41.3
AP/honors chemistry (1.00)	3.7	2.5	1.1	7.7	4.5	4.3	2.1	2.5	7.7	0.6
Physics (1.00)	23.1	14.6	13.3	38.4	14.7	26.1	14.7	16.0	42.3	10.3
AP/honors physics (1.00)	2.1	0.7	1.0	5.9	0.5	2.5	1.4	1.8	6.0	0.3
Engineering (1.00)	0.1	0.1	[2]0.0	[2]0.0	[2]0.0	0.2	0.4	0.1	1.0	[2]0.0
Astronomy (0.50)	1.4	0.4	1.1	0.7	1.7	2.0	0.6	0.4	0.8	2.2
Geology/earth science (0.50)	27.6	15.9	14.0	15.7	31.0	23.8	23.3	15.3	16.7	23.2
Biology and chemistry (2.00)	50.2	39.5	36.5	60.1	34.2	56.4	42.2	45.1	64.8	39.6
Biology, chemistry, and physics (3.00)	20.6	12.0	10.2	33.7	10.8	22.7	13.0	13.4	37.2	8.0

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[1] These data only report the percentage of students who earned credit in each mathematics course while in high school and do not count those students who took these courses prior to entering high school. In 1992, for example, approximately 93 percent of students had taken algebra I at some point before graduating high school, either before or during high school, and about 70 percent had taken geometry.

[2] Percents less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates*, 1996.

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Table 24-2 Percentage of high school graduates taking selected mathematics and science course in high school, by sex: 1982, 1987, 1990, and 1994

Mathematics and science	1982			1987			1990			1994		
courses (credits)	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Mathematics[1]												
Any mathematics (1.00)	98.5	98.8	98.3	98.9	98.7	99.1	99.6	99.5	99.6	99.6	99.5	99.6
Algebra I (1.00)	53.9	52.2	55.4	64.0	62.3	65.7	64.2	61.7	66.5	66.4	64.7	68.1
Geometry (1.00)	45.5	45.0	45.9	59.7	58.8	60.4	63.4	62.4	64.4	70.4	68.3	72.4
Algebra II (0.50)	32.2	32.4	32.0	48.6	47.3	48.9	51.7	50.0	53.3	58.6	55.4	61.6
Trigonometry (0.50)	12.1	13.2	11.1	18.6	19.5	17.6	18.2	18.1	18.2	17.2	16.6	17.8
Analysis/pre-calculus (0.50)	5.9	6.2	5.6	12.6	13.5	11.6	13.4	14.0	12.8	17.3	16.3	18.2
Statistics/probability (0.50)	1.0	1.1	0.9	1.3	1.1	1.2	1.0	1.2	0.8	2.0	2.0	2.1
Calculus (1.00)	4.6	5.1	4.1	6.0	7.4	4.6	6.5	7.5	5.6	9.2	9.4	9.1
AP calculus (1.00)	1.5	1.6	1.4	3.2	3.8	2.7	4.1	5.0	3.4	7.0	7.2	6.8
Science												
Any science (1.00)	96.6	96.4	96.7	98.7	98.4	99.0	99.4	99.1	99.6	99.5	99.3	99.8
Biology (1.00)	76.4	74.2	78.4	87.8	86.3	89.4	91.3	90.0	92.5	93.5	92.3	94.7
AP/honors biology (1.00)	6.6	6.1	7.1	2.7	2.8	2.6	4.9	4.4	5.4	4.6	4.0	5.1
Chemistry (1.00)	30.9	31.9	30.0	43.7	44.3	43.2	49.0	47.9	50.0	56.0	53.2	58.7
AP/honors chemistry (1.00)	2.9	3.5	2.3	3.3	3.9	2.7	3.5	4.1	2.9	3.9	4.1	3.7
Physics (1.00)	14.2	18.8	10.0	19.2	24.0	14.6	21.5	25.4	18.0	24.4	26.9	22.0
AP/honors physics (1.00)	1.0	1.4	0.7	1.6	2.4	0.9	2.0	2.5	1.6	2.4	3.0	1.8
Engineering (1.00)	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	[2]0.0	0.3	0.4	0.2
Astronomy (0.50)	1.1	1.3	0.9	1.0	1.1	0.8	1.2	1.4	1.1	1.7	2.0	1.5
Geology/earth science (0.50)	13.2	14.2	12.3	14.5	15.0	13.8	24.8	25.7	24.1	23.0	22.8	23.2
Biology and chemistry (2.00)	28.1	28.2	28.0	42.1	42.2	42.0	47.6	46.4	48.8	53.8	50.9	56.6
Biology, chemistry, and physics (3.00)	10.6	13.4	7.9	16.4	20.2	12.8	18.8	21.8	16.1	21.3	23.1	19.6

[1] These data only report the percentage of students who earned credit in each mathematics course while in high school and do not count those students who took these courses prior to entering high school. In 1992, for example, approximately 93 percent of students had taken algebra I at some point before graduating from high school, either before or during high school, and about 70 percent had taken geometry.

[2] Percent less than 0.05 is rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates,* 1996.

Table 24-3 **Percentage of high school graduates taking selected mathematics and science courses in high school, by control of school: 1982, 1987, 1990, and 1994**

Mathematics and science courses (credits)	1982		1987		1990		1994	
	Public	Private	Public	Private	Public	Private	Public	Private
Mathematics[1]								
Any mathematics (1.00)	98.4	99.8	98.8	99.9	99.6	99.8	99.5	99.9
Algebra I (1.00)	51.3	75.2	62.7	77.8	62.7	79.9	65.4	78.1
Geometry (1.00)	41.9	75.0	57.1	85.5	61.3	84.3	68.8	88.8
Algebra II (0.50)	29.7	52.8	45.0	78.7	49.3	75.5	56.4	81.8
Trigonometry (0.50)	11.0	21.4	17.4	28.0	17.2	27.3	16.2	29.5
Analysis/pre-calculus (0.50)	5.0	12.8	11.4	22.8	12.2	25.3	16.2	29.6
Statistics/probability (0.50)	0.9	1.9	1.1	1.6	0.8	2.6	2.1	1.6
Calculus (1.00)	3.7	12.0	5.5	10.9	6.2	9.6	8.8	14.4
AP calculus (1.00)	1.3	3.0	3.0	5.4	3.8	7.0	6.5	11.9
Science								
Any science (1.00)	96.2	99.0	98.6	100.0	99.3	99.9	99.5	100.0
Biology (1.00)	74.5	91.9	87.0	96.7	90.7	97.1	93.5	97.4
AP/honors biology (1.00)	6.5	7.5	2.2	7.9	5.0	3.9	4.2	9.1
Chemistry (1.00)	28.7	49.2	41.0	70.9	47.2	66.8	54.4	74.8
AP/honors chemistry (1.00)	2.6	4.9	3.1	5.0	3.6	2.1	4.0	3.2
Physics (1.00)	13.3	22.0	18.3	28.6	20.6	31.5	23.7	32.1
AP/honors physics (1.00)	1.0	1.4	1.3	4.6	1.9	3.2	2.4	2.2
Engineering (1.00)	0.2	0.1	0.1	[2]0.0	0.1	0.1	0.3	[2]0.0
Astronomy (0.50)	1.2	0.1	1.0	0.3	1.3	0.6	1.8	0.3
Geology/earth science (0.50)	13.8	8.6	14.9	10.5	25.1	22.1	23.1	21.6
Biology and chemistry (2.00)	25.9	46.8	39.3	69.4	45.9	65.2	52.2	72.6
Biology, chemistry, and physics (3.00)	9.7	17.5	15.6	25.0	17.9	28.3	20.5	30.1

[1] These data only report the percentage of students who earned credit in each mathematics course while in high school and do not count those students who took these courses prior to entering high school. In 1992, for example, approximately 93 percent of students had taken algebra I at some point before graduating high school, either before or during high school, and about 70 percent had taken geometry.

[2] Percents less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates*, 1996.

Table 24-4 **Percentage of high school graduates taking selected mathematics and science courses in high school, by urbanicity: 1987 and 1994**

Mathematics and science courses (credits)	1987				1994			
	Big city	Urban fringe	Medium city	Small place	Big city	Urban fringe	Medium city	Small place
Mathematics[1]								
Any mathematics (1.00)	98.8	99.2	98.7	98.8	99.6	99.6	99.5	99.5
Algebra I (1.00)	58.3	63.1	65.6	66.0	71.4	59.9	64.6	69.0
Geometry (1.00)	56.4	66.2	60.3	56.2	78.2	73.5	72.8	64.6
Algebra II (0.50)	42.0	52.2	51.0	46.4	65.2	59.3	57.2	55.9
Trigonometry (0.50)	19.3	25.1	20.7	13.1	18.1	21.1	19.2	13.8
Analysis/pre-calculus (0.50)	15.0	13.8	14.7	10.1	21.2	20.0	18.9	13.5
Statistics/probability (0.50)	1.3	1.2	0.5	1.3	2.1	3.2	2.0	1.3
Calculus (1.00)	7.1	8.9	5.3	3.9	9.6	12.4	11.1	6.5
AP calculus (1.00)	5.0	5.7	2.4	1.4	7.7	9.7	8.6	4.5
Science								
Any science (1.00)	98.9	98.9	98.1	98.7	99.7	99.5	99.8	99.4
Biology (1.00)	86.7	87.8	87.2	88.4	89.6	93.5	93.5	95.1
AP/honors biology (1.00)	2.4	3.8	3.9	1.6	3.4	6.8	5.8	3.2
Chemistry (1.00)	39.0	50.9	44.9	40.1	61.0	60.0	56.0	51.4
AP/honors chemistry (1.00)	3.2	3.8	5.6	2.2	2.3	4.0	4.4	4.4
Physics (1.00)	19.1	22.2	17.4	18.0	26.6	31.1	25.9	19.0
AP/honors physics (1.00)	1.7	2.0	2.8	0.9	3.6	4.3	3.2	0.4
Engineering (1.00)	0.4	0.1	[2]0.0	0.1	0.2	0.7	0.3	0.1
Astronomy (0.50)	1.4	1.6	0.7	0.5	0.9	2.5	2.7	1.2
Geology/earth science (0.50)	13.5	18.3	12.4	13.0	26.5	27.2	18.6	20.5
Biology and chemistry (2.00)	37.0	48.8	43.4	38.9	56.2	58.4	53.2	50.3
Biology, chemistry, and physics (3.00)	20.2	20.8	19.3	17.2	23.0	27.9	21.8	16.4

[1] These data only report the percentage of students who earned credit in mathematics courses while in high school and do not count those students who took these courses prior to entering high school. In 1992, for example, approximately 93 percent of students had taken algebra I at any time prior to graduating from high school, and about 70 percent had taken geometry.

[2] Percents less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates*, 1996.

Table 24-5 Percentage of high school graduates taking selected mathematics and science courses, by geographic region: 1982 and 1994

Mathematics and science courses (credits)	1982				1994			
	Northeast	South	Midwest	West	Northeast	South	Midwest	West
Mathematics[1]								
Any mathematics (1.00)	97.9	99.4	98.7	97.6	99.5	99.7	99.5	99.3
Algebra I (1.00)	51.7	55.3	56.8	49.3	62.2	68.5	67.5	63.5
Geometry (1.00)	48.4	40.4	49.8	43.3	74.9	70.6	68.9	68.6
Algebra II (0.50)	40.0	33.2	28.1	26.9	70.4	59.4	55.6	51.6
Trigonometry (0.50)	16.0	10.0	12.2	10.4	22.2	17.6	17.3	11.4
Analysis/pre-calculus (0.50)	8.4	3.9	6.2	5.5	18.7	15.2	16.8	21.5
Statistics/probability (0.50)	2.2	0.4	1.1	0.4	1.8	1.4	3.3	1.6
Calculus (1.00)	10.9	2.6	2.4	3.4	13.6	8.1	8.7	9.1
AP calculus (1.00)	3.6	0.8	0.6	1.4	9.0	6.0	6.9	7.5
Science								
Any science (1.00)	97.4	98.2	95.0	95.0	99.7	99.8	99.5	98.9
Biology (1.00)	81.2	80.3	71.1	71.7	95.4	96.5	90.4	90.3
AP/honors biology (1.00)	9.7	5.9	6.6	3.9	7.3	5.1	2.6	4.3
Chemistry (1.00)	44.2	26.4	30.3	21.8	65.0	53.2	56.3	54.0
AP/honors chemistry (1.00)	6.0	1.6	1.9	2.6	3.2	4.8	4.3	2.1
Physics (1.00)	22.6	9.3	14.9	10.7	35.9	20.8	24.6	22.6
AP/honors physics (1.00)	1.9	0.6	1.0	0.9	4.6	1.9	1.8	2.4
Engineering (1.00)	0.4	[2]0.0	0.1	0.1	0.6	0.4	[2]0.0	0.1
Astronomy (0.50)	1.6	1.0	1.2	0.4	1.5	1.2	3.2	0.6
Geology/earth science (0.50)	22.7	9.3	11.2	11.1	34.5	19.2	22.3	23.0
Biology and chemistry (2.00)	41.6	24.4	27.2	18.1	63.6	52.2	53.0	50.5
Biology, chemistry, and physics (3.00)	18.9	6.6	10.3	6.8	33.0	18.2	21.1	18.7

[1] These data only report the percentage of students who earned credit in mathematics courses while in high school and do not count those students who took these courses prior to entering high school. In 1992, for example, approximately 93 percent of students had taken algebra I at any time prior to graduating from high school, and about 70 percent had taken geometry.

[2] Percents less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates,* 1996.

Table 24-6 Percentage of high school graduates taking selected mathematics and science courses, by school program:[1] 1982 and 1994

Mathematics and science courses (credits)	1982				1994			
	Academic	Vocational	Both	Neither	Academic	Vocational	Both	Neither
Mathematics[2]								
Any mathematics (1.00)	99.9	96.6	100.0	97.8	100.0	97.7	100.0	95.6
Algebra I (1.00)	67.2	42.0	60.0	42.2	69.8	41.1	72.0	42.8
Geometry (1.00)	72.7	18.3	53.7	28.7	81.5	21.0	68.6	29.0
Algebra II (0.50)	55.7	9.4	39.2	16.8	70.3	10.5	55.2	15.2
Trigonometry (0.50)	24.3	1.4	14.4	3.4	22.5	0.8	12.6	3.2
Analysis/pre-calculus (0.50)	12.6	0.4	5.2	1.9	23.4	0.5	10.8	2.4
Statistics/probability (0.50)	2.0	0.1	1.2	0.3	2.6	0.3	1.6	0.4
Calculus (1.00)	10.8	0.1	3.1	0.4	12.9	0.2	4.9	1.2
AP calculus (1.00)	3.4	[3]0.0	1.2	0.2	9.9	0.1	3.3	0.7
Science								
Any science (1.00)	99.8	92.7	99.4	94.1	100.0	97.0	100.0	96.3
Biology (1.00)	91.4	59.1	87.2	66.3	95.6	82.1	95.6	78.6
AP/honors biology (1.00)	12.8	1.3	6.2	3.1	6.4	0.1	2.4	0.3
Chemistry (1.00)	60.0	5.6	35.8	9.9	69.8	5.6	47.2	15.2
AP/honors chemistry (1.00)	6.1	0.2	3.4	0.4	5.5	[3]0.0	2.2	0.2
Physics (1.00)	30.4	1.3	15.6	1.9	32.6	1.4	16.2	3.2
AP/honors physics (1.00)	2.4	0.1	1.0	[3]0.0	3.6	[3]0.0	0.6	0.2
Engineering (1.00)	0.3	0.1	[3]0.0	0.1	0.3	[3]0.0	0.4	0.1
Astronomy (0.50)	1.7	0.9	0.9	0.4	2.1	0.5	1.2	1.6
Geology/earth science (0.50)	14.5	10.2	18.6	11.7	22.2	21.2	26.2	21.0
Biology and chemistry (2.00)	56.3	3.9	32.4	7.7	67.3	4.8	45.9	11.6
Biology, chemistry, and physics (3.00)	24.3	0.2	9.8	0.6	29.4	[3]0.0	12.5	0.8

[1] For definitions of school program categories, see the supplemental note to *Indicator 24*.

[2] These data only report the percentage of students who earned credit in mathematics courses while in high school and do not count those students who took these courses prior to entering high school. In 1992, for example, approximately 93 percent of students had taken algebra I at any time prior to graduating high school, and about 70 percent had taken geometry.

[3] Percents less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates*, 1996.

Note to Indicator 24: High school transcript studies

This analysis contains data from high school transcript studies conducted by the National Center for Education Statistics (NCES). Data on average course credits, or Carnegie units, for high school graduates come from the following studies: the 1987, 1990, and 1994 National Assessment of Educational Progress (NAEP) High School Transcript Studies (1987, 1990, and 1994 data); and the High School and Beyond (HS&B) Transcript Study (1982 data). A description of these studies, including descriptions of the sampled populations, follows.

The 1987, 1990, and 1994 NAEP High School Transcript Studies were conducted using nearly identical methodology and techniques. The sample of schools was nationally representative, and included schools having grade 12 or 17-year-old students. The sample was also representative of graduating seniors from each school. Since the focus of the transcript studies was high school graduates, schools with 17-year-olds but without 12th grade were not included in the subsample used in these analyses. Of the remaining schools, only those students who graduated were selected.

Between May and November of 1994, high school transcripts were collected from 25,573 students who graduated in 1994. To be consistent with the 1982 study, students with an Individualized Education Program (IEP) were omitted from all estimates in the tables. Also, students with incomplete transcripts were dropped, bringing the number of transcripts analyzed to 24,374. These students attended 340 schools that had been sampled by the NAEP. In spring 1991, transcripts were collected from 21,607 students who graduated from high school in 1990. These students attended 330 schools that had been sampled for the NAEP.

The sample of schools for the 1987 High School Transcript Study consisted of a nationally representative sample of 497 secondary schools selected for the 1986 NAEP for grade 11, 17-year-old students, of which 433 schools participated. The 1987 study was restricted to students who were in grade 11 during the 1985–86 school year. There are 27,732 graduates from 1987 represented in the tables. Data for 1987, 1990, and 1994 in this analysis are from the NCES publication *The 1994 High School Transcript Study Tabulations*.

In 1982, HS&B collected high school transcripts for members of the sophomore cohort who were selected for the second follow-up survey (about 12,000 transcripts). As in the 1987, 1990, and 1994 NAEP High School Transcript Studies, records were obtained from all types of high schools. However, because the 1982 HS&B used a different method to identify disabled students, students who had participated in a special education program were excluded from the tabulations to make the figures consistent.

Each of the transcript studies used the taxonomy of Classification of Secondary School Courses (CSSC), which contains approximately 2,200 course codes used to define course content and level. These studies also included additional course and student information, such as grade and credit received, grade level, graduation status, age, gender, and race/ethnicity.

The numbers in all the tables differ from previous editions of *The Condition of Education* for two reasons. First, a new exclusionary rule was applied to the transcripts beginning in 1996. Each year the transcripts must be examined for validity and completeness. Incomplete transcripts, those of students receiving special education diplomas, or those from schools which have unique definitions of credit hours were excluded. In previous years, transcripts showing that a student had taken more than 32 credit hours were excluded based on the supposition that their schools must be using shorter class periods than other schools, and thus one credit hour would not mean the same thing in these schools as in the average school. A case-by-case analysis of these schools showed that their class periods were no shorter than the average school; instead, these schools had particularly stringent graduation requirements. Therefore, the data for all years were recalculated to include these transcripts.

Second, in previous editions of *The Condition*, students who had taken algebra II or beyond in high school but had not taken algebra I or geometry were assumed to have taken these courses prior to entering high school and were included in the percentage of students who had taken these courses. Beginning with the 1996 edition, the numbers reflect only those students who took these courses *while in high school*. The numbers for these two subjects appear to have dropped from previous years, but in actuality, only the number of students who were included in the analysis has dropped.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations*, 1996.

Table 25-1 **Number of participants in the AP program, by schools, candidates, examinations, colleges, candidates per school, examinations per candidate, and candidates per college: 1956–96**

Year	Secondary schools	Candi-dates	Exam-inations	Colleges	Candidates per secondary school	Exams per can-didate	Candi-dates per college
1956	104	1,229	2,199	130	11.8	1.8	9.5
1957	212	2,068	3,772	201	9.8	1.8	10.3
1958	355	3,715	6,800	279	10.5	1.8	13.3
1959	560	5,862	8,265	391	10.5	1.4	15.0
1960	890	10,531	14,158	567	11.8	1.3	18.6
1961	1,126	13,283	17,603	617	11.8	1.3	21.5
1962	1,358	16,255	21,451	683	12.0	1.3	23.8
1963	1,681	21,769	28,762	765	13.0	1.3	28.5
1964	2,086	28,874	37,829	888	13.8	1.3	32.5
1965	2,369	34,278	45,110	994	14.5	1.3	34.5
1966	2,518	38,178	50,104	1,076	15.2	1.3	35.5
1967	2,746	42,383	54,812	1,133	15.4	1.3	37.4
1968	2,863	46,917	60,674	1,193	16.4	1.3	39.3
1969	3,095	53,363	69,418	1,288	17.2	1.3	41.4
1970	3,186	55,442	71,495	1,368	17.4	1.3	40.5
1971	3,342	57,850	74,409	1,382	17.3	1.3	41.9
1972	3,397	58,828	75,199	1,483	17.3	1.3	39.7
1973	3,240	54,778	70,651	1,437	16.9	1.3	38.1
1974	3,357	60,863	79,036	1,507	18.1	1.3	40.4
1975	3,498	65,635	85,786	1,517	18.8	1.3	43.3
1976	3,937	75,651	98,898	1,580	19.2	1.3	47.9
1977	4,079	82,728	108,870	1,672	20.3	1.3	49.5
1978	4,323	93,313	122,561	1,735	21.6	1.3	53.8
1979	4,585	106,052	139,544	1,795	23.1	1.3	59.1
1980	4,950	119,918	160,214	1,868	24.2	1.3	64.2
1981	5,253	133,702	178,159	1,955	25.5	1.3	68.4
1982	5,525	141,626	188,933	1,976	25.6	1.3	71.7
1983	5,827	157,973	211,160	2,130	27.1	1.3	74.2
1984	6,273	177,406	239,666	2,153	28.3	1.4	82.4
1985	6,720	205,650	280,972	2,170	30.6	1.4	94.8
1986	7,201	231,378	319,224	2,125	32.1	1.4	108.9
1987	7,776	262,081	369,207	2,197	33.7	1.4	119.3
1988	8,247	292,164	424,844	2,184	35.4	1.5	133.8
1989	8,768	314,686	463,664	2,256	35.9	1.5	139.5
1990	9,292	330,080	490,299	2,537	35.5	1.5	130.1
1991	9,786	359,122	535,191	2,587	36.7	1.5	138.8
1992	10,191	378,692	566,036	2,722	37.2	1.5	139.1
1993	10,594	413,939	623,933	2,825	39.1	1.5	146.5
1994	10,863	447,972	684,449	2,823	41.2	1.5	158.7
1995	11,274	493,263	767,881	2,875	43.8	1.6	171.6
1996	11,712	525,072	824,329	2,895	44.8	1.6	181.4

SOURCE: The College Board, Advanced Placement Program, *Statistical Tables 1995–96* and *National Summary Reports*, various years (Copyright © 1996 by the College Entrance Examination Board. All rights reserved.).

Note to Indicator 25: Advanced Placement examinations

The Advanced Placement (AP) examinations are offered to high school students annually to give them an opportunity to demonstrate college-level achievement. Although students who have not studied extensively beyond the normal secondary school level are not advised to take these examinations, the AP program is open to all students. Most high school students take the examinations voluntarily; however, several states have legislation that supports and encourages participation in the AP program.

In this analysis, the number of students who took AP examinations and the number of examinations taken by these students were compared to 1,000 11th- and 12th-grade students, as defined by the October Supplement to the Current Population Survey (CPS). Data from the CPS include both public and private schools. This methodology differs somewhat from the methodology shown in *The National Education Goals Report, 1995*, which calculated enrollment figures based on the Common Core of Data (CCD). The CCD does not include data from private schools. Consequently, to produce private school enrollment data, the public school figures in the *Goals Report* were multiplied by a private school enrollment adjustment factor. As a result, data shown in this analysis are not directly comparable to data found in the *Goals Report*.

Subject definitions

The following are the specific subjects that comprise the AP examination subject areas presented in this analysis:

Social studies	U.S. History, European History, U.S. Government and Politics, Comparative Government and Politics, and Psychology;
English	English Language and Composition, and English Literature and Composition;
Foreign language	French Language, French Literature, German Language, Latin/Virgil, Latin Literature, Spanish Language, and Spanish Literature;
Calculus	Calculus AB and Calculus BC;
Computer science	Computer Science A and Computer Science AB; and
Science	Biology, Chemistry, Physics A, Physics B (mechanical), and Physics C (electricity and magnetism).

Examinations

Most of the AP examinations contain multiple choice and free-response sections. The examinations are graded based on scores from both types of responses. The program's examinations are criterion-referenced not normed-referenced, with cut scores established at five different points along these scales to designate a grade of 5, 4, 3, 2, or 1 (grade of 5: extremely well qualified; grade of 4: well qualified; grade of 3: qualified; grade of 2: possibly qualified; and grade of 1: no recommendation). The grades are determined by the chief readers who rely on their subject matter expertise, statistical equating data, and data from comparability studies. Cut scores frequently vary from year to year for each examination, reflecting changes in the level of exam difficulty. Therefore, the College Board does not recommend the use of grade data for trend analysis. Grades of 3 and above are usually accepted for college credit and advanced placement at participating colleges and universities, although credit varies among institutions. Descriptions of the AP examinations for these various subject areas are provided below.

Biology: A 3-hour examination on a college full-year introduction to biology: 90 minutes of multiple-choice questions, 90 minutes of selected problems, short essays, and chemical reactions.

Chemistry: A 3-hour examination on a college full-year introduction to chemistry: 90 minutes of multiple-choice questions and 90 minutes of selected problems, short essays, and chemical reactions.

Computer Science: Two examinations: Computer Science A (75 minutes of multiple-choice questions, 105 minutes of free-response questions), a college first-semester introduction to Computer Science (programming, methodology, programming in Pascal including recursion, data structures not including pointers, applications), and Computer Science AB (75 minutes of multiple-choice questions, 105 minutes of free-response questions), a college full-year introduction to Computer Science (programming methodology, programming in Pascal, algorithms, data structures). The Computer Science AB examinations no longer include a sepa rate grade report for the Computer Science A examination.

English: Two 180-minute examinations: English Language and Composition, and English Literature and Composition. Each examination covers a college full-year introductory English course. Both are 60 minutes of multiple-choice questions and 120 minutes of free-response questions. Candidates may take either or both examinations.

French: Two examinations, one on each of two college third-year courses: French Language (80–95 minutes of multiple-choice questions on listening and reading and 55–70 minutes of free-response writing and speaking); and French Literature (80–95 minutes of multiple-choice questions on literary passages, 35–50 minutes on one or more required works, and a 35–50 minute analysis of a presented text from the required reading list). Candidates may take either or both examinations.

German: A 3-hour examination on a college third-year German Language course: 110 minutes of multiple-choice questions on listening and reading and 70 minutes of free-response writing and speaking.

Government and Politics: Two 120-minute examinations (45 minutes of multiple-choice questions and 75 minutes of free-response questions) on each of two single-semester introductory college courses on government and politics: comparative and United States. Candidates may take either or both examinations.

History, European: A 3-hour examination on a college full-year introduction to European history in its global context from c. 1450 through 1970: 60–90 minutes of multiple-choice questions, a 15-minute reading period, a 30–50 minute exercise on the use of historical evidence, and one 40–60 minute essay chosen from several offered.

History, United States: A 3-hour examination on a college full-year introduction to United States history from colonial times to the present: 60–90 minutes of multiple-choice questions, a 15-minute reading period, a 30–50 minute exercise on the use of historical evidence, and a 40–60 minute selected essay.

Latin: Two 2-hour examinations on college middle-level Latin courses (Virgil and Catullus–Horace): each has 40–55 minutes of multiple-choice questions on Latin sight reading (common to both examinations) and 65–80 minutes of brief essays on required reading. Candidates may take either or both examinations.

Mathematics: Two 3-hour examinations, one on each of two college full-year mathematics courses: Calculus AB (introductory differential and integral calculus) and Calculus BC (extending one semester beyond AB and including advanced topics in integral calculus and sequences and series). Each examination has a 90-minute multiple-choice section and a 90 minute free-response section. A scientific, nonprogrammable, nongraphing calculator is required for each examination. Candidates may take only one examination.

Physics: Three examinations: Physics B, a 3-hour examination (half multiple-choice questions, half free-response questions) covering a college full-year, non-calculus course on general physics; Physics C (Mechanics); and Physics C (Electricity and Magnetism): two 90-minute examinations (half multiple-choice questions, half free-response questions) on each of two college semesters of introductory physics with calculus. Candidates may take either Physics B or C, not both.

Psychology: A 2-hour examination on a college one-semester introduction to psychology: a 75 minute free-response section consisting of two mandatory questions.

Spanish: Two examinations, one on each of two college third-year Spanish courses: Spanish Language (90 minutes of multiple-choice questions on listening comprehension, vocabulary, structure, and reading comprehension and 75–85 minutes of free-response writing and speaking); and Spanish literature (80 minutes of multiple-choice questions on listening comprehension, reading comprehension, and literary analysis, and 100 minutes of free-response essays on required authors and poetry analysis). Candidates may take either or both examinations.

SOURCE: The College Board, *A Guide to the Advanced Placement Program*, 1992.

Table 27-1 Number of bachelor's degrees conferred, by field of study: Academic years ending 1971–94

Field of study	1971	1972	1973	1974	1975	1976
Total	**839,730**	**887,273**	**922,362**	**945,776**	**922,933**	**925,746**
Humanities and social and behavioral sciences	337,022	350,651	357,170	358,412	338,924	327,289
Humanities	143,511	149,158	153,260	155,953	152,489	150,615
Social and behavioral sciences	193,511	201,493	203,910	202,459	186,435	176,674
Natural sciences	82,092	81,845	86,115	91,279	90,979	92,069
Life sciences	35,743	37,293	42,233	48,340	51,741	54,275
Physical sciences	21,412	20,745	20,696	21,178	20,778	21,465
Mathematics	24,937	23,807	23,186	21,761	18,460	16,329
Computer sciences and engineering	52,434	54,566	55,569	55,042	51,885	51,983
Computer and information sciences	2,388	3,402	4,304	4,756	5,033	5,652
Engineering and engineering technologies	50,046	51,164	51,265	50,286	46,852	46,331
Engineering	44,898	45,392	46,411	42,840	39,388	38,388
Engineering technologies	5,148	5,772	4,854	7,446	7,464	7,943
Technical/professional	368,182	400,211	423,508	440,479	441,145	454,405
Education	176,307	190,880	193,984	184,907	166,758	154,437
Business management	114,729	121,266	126,144	131,640	132,731	142,034
Health sciences	25,226	28,611	33,564	41,459	49,090	53,958
Other technical/professional	51,920	59,454	69,816	82,473	92,566	103,976
Not classified in a field of study	—	—	—	—	—	—

Field of study	1977	1978	1979	1980	1981	1982
Total	**917,549**	**921,204**	**921,390**	**929,417**	**935,140**	**952,998**
Humanities and social and behavioral sciences	311,116	300,998	288,705	281,866	275,582	276,479
Humanities	146,215	143,167	137,949	136,111	134,001	135,562
Social and behavioral sciences	164,901	157,831	150,756	145,755	141,581	140,917
Natural sciences	90,497	87,553	84,382	81,652	78,601	77,917
Life sciences	53,605	51,502	48,846	46,370	43,216	41,639
Physical sciences	22,497	22,986	23,207	23,410	23,952	24,052
Mathematics	14,395	13,065	12,329	11,872	11,433	12,226
Computer sciences and engineering	55,690	62,855	71,094	80,047	90,121	100,272
Computer and information sciences	6,407	7,201	8,719	11,154	15,121	20,267
Engineering and engineering technologies	49,283	55,654	62,375	68,893	75,000	80,005
Engineering	40,936	46,869	53,021	58,402	63,287	67,021
Engineering technologies	8,347	8,785	9,354	10,491	11,713	12,984
Technical/professional	460,246	469,798	477,209	485,852	490,836	498,290
Education	143,234	135,821	125,873	118,038	108,074	100,932
Business management	148,765	159,691	171,241	184,867	198,983	213,374
Health sciences	57,328	59,434	62,085	63,920	63,649	63,653
Other technical/professional	110,919	114,852	118,010	119,027	120,130	120,331
Not classified in a field of study	—	—	—	—	—	—

Table 27-1 Number of bachelor's degrees conferred, by field of study: Academic years ending 1971–94—Continued

Field of study	1983	1984	1985	1986	1987	1988
Total	**969,510**	**974,309**	**979,477**	**987,823**	**991,264**	**994,829**
Humanities and social and behavioral sciences	269,225	267,406	263,883	267,094	276,060	286,304
Humanities	133,537	134,128	132,413	132,626	136,724	140,657
Social and behavioral sciences	135,688	133,278	131,470	134,468	139,336	145,647
Natural sciences	76,082	76,055	78,010	77,388	75,190	71,169
Life sciences	39,982	38,640	38,445	38,524	38,121	36,755
Physical sciences	23,381	23,651	23,704	21,717	20,070	17,806
Mathematics	12,719	13,764	15,861	17,147	16,999	16,608
Computer sciences and engineering	113,528	126,357	134,706	137,549	132,405	123,029
Computer and information sciences	24,510	32,172	38,878	41,889	39,589	34,523
Engineering and engineering technologies	89,018	94,185	95,828	95,660	92,816	88,506
Engineering	72,163	75,638	77,066	76,225	73,747	69,380
Engineering technologies	16,855	18,547	18,762	19,435	19,069	19,126
Technical/professional	510,675	504,479	*502,878	505,752	507,609	512,526
Education	97,895	92,299	88,072	87,114	86,936	91,112
Business management	226,627	229,478	232,636	237,319	240,546	243,021
Health sciences	64,685	64,288	64,422	64,396	63,103	60,644
Other technical/professional	121,468	118,414	*117,748	116,923	117,024	117,749
Not classified in a field of study	—	—	—	—	—	1,801

Field of study	1989	1990	1991	1992	1993	1994
Total	**1,018,755**	**1,051,344**	**1,094,538**	**1,136,553**	**1,165,178**	**1,169,275**
Humanities and social and behavioral sciences	306,852	332,807	356,021	383,281	396,818	397,411
Humanities	149,791	160,772	172,259	185,794	194,387	194,472
Social and behavioral sciences	157,061	172,035	183,762	197,487	202,431	202,939
Natural sciences	69,239	68,446	71,184	74,684	79,395	84,179
Life sciences	36,059	37,204	39,530	42,941	47,038	51,383
Physical sciences	17,186	16,066	16,344	16,960	17,545	18,400
Mathematics	15,994	15,176	15,310	14,783	14,812	14,396
Computer sciences and engineering	115,456	108,579	103,733	102,098	102,251	102,425
Computer and information sciences	30,454	27,257	25,083	24,557	24,200	24,200
Engineering and engineering technologies	85,002	81,322	78,650	77,541	78,051	78,225
Engineering	66,099	63,609	61,531	61,206	61,973	62,220
Engineering technologies	18,903	17,713	17,119	16,335	16,078	16,005
Technical/professional	524,803	538,799	550,342	569,770	581,467	581,958
Education	96,913	105,112	110,807	108,006	107,781	107,600
Business management	246,399	248,698	249,311	256,603	256,842	246,654
Health sciences	59,005	58,302	59,070	61,720	67,089	74,421
Other technical/professional	122,486	126,687	131,154	143,441	149,755	153,283
Not classified in a field of study	2,405	2,713	13,258	6,720	5,247	3,302

— Not available before the 1987–88 school year.

* Revised from previously published figures.

NOTE: See the supplemental note to this indicator for a description of the fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, table 246 (based on IPEDS/HEGIS "Completions" surveys).

Table 27-2 Percentage distribution of bachelor's degrees conferred, by field of study: Academic years ending 1971–94

Field of study	1971	1972	1973	1974	1975	1976	1977	1978
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Humanities and social and behavioral sciences	40.1	39.5	38.7	37.9	36.7	35.4	33.9	32.7
Humanities	17.1	16.8	16.6	16.5	16.5	16.3	15.9	15.5
Social and behavioral sciences	23.0	22.7	22.1	21.4	20.2	19.1	18.0	17.1
Natural sciences	9.8	9.2	9.3	9.7	9.9	9.9	9.9	9.5
Life sciences	4.3	4.2	4.6	5.1	5.6	5.9	5.8	5.6
Physical sciences	2.5	2.3	2.2	2.2	2.3	2.3	2.5	2.5
Mathematics	3.0	2.7	2.5	2.3	2.0	1.8	1.6	1.4
Computer sciences and engineering	6.2	6.1	6.0	5.8	5.6	5.6	6.1	6.8
Computer and information sciences	0.3	0.4	0.5	0.5	0.5	0.6	0.7	0.8
Engineering and engineering technologies	6.0	5.8	5.6	5.3	5.1	5.0	5.4	6.0
Engineering	5.3	5.1	5.0	4.5	4.3	4.1	4.5	5.1
Engineering technologies	0.6	0.7	0.5	0.8	0.8	0.9	0.9	1.0
Technical/professional	43.8	45.1	45.9	46.6	47.8	49.1	50.2	51.0
Education	21.0	21.5	21.0	19.6	18.1	16.7	15.6	14.7
Business management	13.7	13.7	13.7	13.9	14.4	15.3	16.2	17.3
Health sciences	3.0	3.2	3.6	4.4	5.3	5.8	6.2	6.5
Other technical/professional	6.2	6.7	7.6	8.7	10.0	11.2	12.1	12.5
Not classified in a field of study	—	—	—	—	—	—	—	—

Field of study	1979	1980	1981	1982	1983	1984	1985	1986
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Humanities and social and behavioral sciences	31.3	30.3	29.5	29.0	27.8	27.4	26.9	27.0
Humanities	15.0	14.6	14.3	14.2	13.8	13.8	13.5	13.4
Social and behavioral sciences	16.4	15.7	15.1	14.8	14.0	13.7	13.4	13.6
Natural sciences	9.2	8.8	8.4	8.2	7.8	7.8	8.0	7.8
Life sciences	5.3	5.0	4.6	4.4	4.1	4.0	3.9	3.9
Physical sciences	2.5	2.5	2.6	2.5	2.4	2.4	2.4	2.2
Mathematics	1.3	1.3	1.2	1.3	1.3	1.4	1.6	1.7
Computer sciences and engineering	7.7	8.6	9.6	10.5	11.7	13.0	13.8	13.9
Computer and information sciences	0.9	1.2	1.6	2.1	2.6	3.3	4.0	4.2
Engineering and engineering technologies	6.8	7.4	8.0	8.4	9.2	9.7	9.8	9.7
Engineering	5.8	6.3	6.8	7.0	7.4	7.8	7.9	7.7
Engineering technologies	1.0	1.1	1.3	1.4	1.7	1.9	1.9	2.0
Technical/professional	51.8	52.3	52.5	52.3	52.7	51.8	*51.3	51.2
Education	13.7	12.7	11.6	10.6	10.1	9.5	9.0	8.8
Business management	18.6	19.9	21.3	22.4	23.4	23.6	23.8	24.0
Health sciences	6.7	6.9	6.8	6.7	6.7	6.6	6.6	6.5
Other technical/professional	12.8	12.8	12.8	12.6	12.5	12.2	*12.0	11.8
Not classified in a field of study	—	—	—	—	—	—	—	—

Table 27-2 Percentage distribution of bachelor's degrees conferred, by field of study: Academic years ending 1971–94—Continued

Field of study	1987	1988	1989	1990	1991	1992	1993	1994
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Humanities and social and behavioral sciences	27.8	28.8	30.1	31.7	32.5	33.7	34.1	34.0
Humanities	13.8	14.1	14.7	15.3	15.7	16.3	16.7	16.6
Social and behavioral sciences	14.1	14.6	15.4	16.4	16.8	17.4	17.4	17.4
Natural sciences	7.6	7.2	6.8	6.5	6.5	6.6	6.8	7.2
Life sciences	3.8	3.7	3.5	3.5	3.6	3.8	4.0	4.4
Physical sciences	2.0	1.8	1.7	1.5	1.5	1.5	1.5	1.6
Mathematics	1.7	1.7	1.6	1.4	1.4	1.3	1.3	1.2
Computer sciences and engineering	13.4	12.4	11.3	10.3	9.5	9.0	8.8	8.8
Computer and information sciences	4.0	3.5	3.0	2.6	2.3	2.2	2.1	2.1
Engineering and engineering technologies	9.4	8.9	8.3	7.7	7.2	6.8	6.7	6.7
Engineering	7.4	7.0	6.5	6.1	5.6	5.4	5.3	5.3
Engineering technologies	1.9	1.9	1.9	1.7	1.6	1.4	1.4	1.4
Technical/professional	51.2	51.5	51.5	51.2	50.3	50.1	49.9	49.8
Education	8.8	9.2	9.5	10.0	10.1	9.5	9.3	9.2
Business management	24.3	24.4	24.2	23.7	22.8	22.6	22.0	21.1
Health sciences	6.4	6.1	5.8	5.5	5.4	5.4	5.8	6.4
Other technical/professional	11.8	11.8	12.0	12.1	12.0	12.6	12.9	13.1
Not classified in a field of study	—	0.2	0.2	0.3	1.2	0.6	0.5	0.3

— Not available before the 1987-88 school year.

* Revised from previously published figures.

NOTE: See the supplemental note to this indicator for a description of the fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, table 246 (based on IPEDS/HEGIS "Completions" surveys).

Table 27-3 Index of the number of bachelor's degrees conferred (1981=100), by field of study: Academic years ending 1971–94

Field of study	1971	1972	1973	1974	1975	1976	1977	1978
Total	**89.8**	**94.9**	**98.6**	**101.1**	**98.7**	**99.0**	**98.1**	**98.5**
Humanities and social and behavioral sciences	122.3	127.2	129.6	130.1	123.0	118.8	112.9	109.2
Humanities	107.1	111.3	114.4	116.4	113.8	112.4	109.1	106.8
Social and behavioral sciences	136.7	142.3	144.0	143.0	131.7	124.8	116.5	111.5
Natural sciences	104.4	104.1	109.6	116.1	115.7	117.1	115.1	111.4
Life sciences	82.7	86.3	97.7	111.9	119.7	125.6	124.0	119.2
Physical sciences	89.4	86.6	86.4	88.4	86.7	89.6	93.9	96.0
Mathematics	218.1	208.2	202.8	190.3	161.5	142.8	125.9	114.3
Computer sciences and engineering	58.2	60.5	61.7	61.1	57.6	57.7	61.8	69.7
Computer and information sciences	15.8	22.5	28.5	31.5	33.3	37.4	42.4	47.6
Engineering and engineering technologies	66.7	68.2	68.4	67.0	62.5	61.8	65.7	74.2
Engineering	70.9	71.7	73.3	67.7	62.2	60.7	64.7	74.1
Engineering technologies	44.0	49.3	41.4	63.6	63.7	67.8	71.3	75.0
Technical/professional	75.0	81.5	86.3	89.7	89.9	92.6	93.8	95.7
Education	163.1	176.6	179.5	171.1	154.3	142.9	132.5	125.7
Business management	57.7	60.9	63.4	66.2	66.7	71.4	74.8	80.3
Health sciences	39.6	45.0	52.7	65.1	77.1	84.8	90.1	93.4
Other technical/professional	43.2	49.5	58.1	68.7	77.1	86.6	92.3	95.6

Field of study	1979	1980	1981	1982	1983	1984	1985	1986
Total	**98.5**	**99.4**	**100.0**	**101.9**	**103.7**	**104.2**	**104.7**	**105.6**
Humanities and social and behavioral sciences	104.8	102.3	100.0	100.3	97.7	97.0	95.8	96.9
Humanities	102.9	101.6	100.0	101.2	99.7	100.1	98.8	99.0
Social and behavioral sciences	106.5	102.9	100.0	99.5	95.8	94.1	92.9	95.0
Natural sciences	107.4	103.9	100.0	99.1	96.8	96.8	99.2	98.5
Life sciences	113.0	107.3	100.0	96.4	92.5	89.4	89.0	89.1
Physical sciences	96.9	97.7	100.0	100.4	97.6	98.7	99.0	90.7
Mathematics	107.8	103.8	100.0	106.9	111.2	120.4	138.7	150.0
Computer sciences and engineering	78.9	88.8	100.0	111.3	126.0	140.2	149.5	152.6
Computer and information sciences	57.7	73.8	100.0	134.0	162.1	212.8	257.1	277.0
Engineering and engineering technologies	83.2	91.9	100.0	106.7	118.7	125.6	127.8	127.5
Engineering	83.8	92.3	100.0	105.9	114.0	119.5	121.8	120.4
Engineering technologies	79.9	89.6	100.0	110.9	143.9	158.3	160.2	165.9
Technical/professional	97.2	99.0	100.0	101.5	104.0	102.8	*102.5	103.0
Education	116.5	109.2	100.0	93.4	90.6	85.4	81.5	80.6
Business management	86.1	92.9	100.0	107.2	113.9	115.3	116.9	119.3
Health sciences	97.5	100.4	100.0	100.0	101.6	101.0	101.2	101.2
Other technical/professional	98.2	99.0	100.0	100.2	101.1	98.6	*98.0	97.3

Table 27-3 Index of the number of bachelor's degrees conferred (1981=100), by field of study: Academic years ending 1971–94—Continued

Field of study	1987	1988	1989	1990	1991	1992	1993	1994
Total	**106.0**	**106.4**	**108.9**	**112.4**	**117.0**	**121.5**	**124.6**	**125.0**
Humanities and social and behavioral sciences	100.2	103.9	111.3	120.8	129.2	139.1	144.0	144.2
Humanities	102.0	105.0	111.8	120.0	128.6	138.7	145.1	145.1
Social and behavioral sciences	98.4	102.9	110.9	121.5	129.8	139.5	143.0	143.3
Natural sciences	95.7	90.5	88.1	87.1	90.6	95.0	101.0	107.1
Life sciences	88.2	85.0	83.4	86.0	91.5	99.4	108.8	118.9
Physical sciences	83.8	74.3	71.8	67.1	68.2	70.8	73.3	76.8
Mathematics	148.7	145.3	139.9	132.7	133.9	129.3	129.6	125.9
Computer sciences and engineering	146.9	136.5	128.1	120.5	115.1	113.3	113.5	113.7
Computer and information sciences	261.8	228.3	201.4	180.3	165.9	162.4	160.0	160.0
Engineering and engineering technologies	123.8	118.0	113.3	108.4	104.9	103.4	104.1	104.3
Engineering	116.5	109.6	104.4	100.5	97.2	96.7	97.9	98.3
Engineering technologies	162.8	163.3	161.4	151.2	146.2	139.5	137.3	136.6
Technical/professional	103.4	104.4	106.9	109.8	112.1	116.1	118.5	118.6
Education	80.4	84.3	89.7	97.3	102.5	99.9	99.7	99.6
Business management	120.9	122.1	123.8	125.0	125.3	129.0	129.1	124.0
Health sciences	99.1	95.3	92.7	91.6	92.8	97.0	105.4	116.9
Other technical/professional	97.4	98.0	102.0	105.5	109.2	119.4	124.7	127.6

* Revised from previously published figures.

NOTE: See the supplemental note to this indicator for a description of the fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, table 246 (based on IPEDS/HEGIS "Completions" surveys).

Table 27-4 Number of bachelor's degrees conferred, by race/ethnicity and field of study: Selected academic years ending 1977–94

Race/ethnicity and field of study	1977	1979	1981	1985	1987	1989	1991	1992	1993	1994
White										
Total degrees	**805,186**	**799,617**	**807,319**	**826,106**	**841,820**	**859,699**	**904,062**	**936,771**	**947,309**	**936,227**
Humanities and social and behavioral sciences	271,490	249,100	238,522	224,152	237,293	262,603	301,946	320,841	326,894	321,033
Humanities	130,327	120,305	118,286	113,084	118,620	129,701	147,970	157,513	161,895	159,037
Social and behavioral sciences	141,163	128,795	120,236	111,068	118,673	132,902	153,976	163,328	164,999	161,996
Natural sciences	80,313	73,523	67,967	64,629	61,994	55,845	56,948	59,129	61,908	65,043
Life sciences	47,623	42,705	37,276	31,807	31,279	28,874	30,994	33,179	35,766	38,736
Physical sciences	20,189	20,650	21,246	20,660	17,159	14,492	13,500	14,044	14,275	15,007
Mathematics	12,501	10,168	9,445	12,162	13,556	12,479	12,454	11,906	11,867	11,300
Computer sciences and engineering	46,864	59,178	73,413	107,759	103,539	88,927	77,839	76,427	75,368	74,657
Computer and information sciences	5,473	7,384	12,565	31,321	30,251	22,366	17,903	17,311	16,502	16,191
Engineering*	41,391	51,794	60,848	76,438	73,288	66,561	59,936	59,116	58,866	58,466
Technical/professional	406,519	417,816	427,417	429,566	438,994	452,324	467,329	480,374	483,139	475,494
Education	125,148	108,949	93,724	77,531	78,216	88,276	100,141	97,460	96,857	95,482
Business management	132,814	150,759	174,198	196,915	205,118	208,325	206,308	209,768	205,083	191,111
Health sciences	51,513	55,746	56,790	55,501	55,410	51,053	49,876	52,281	56,464	62,756
Other technical/professional	97,044	102,362	102,705	99,619	100,250	104,670	111,004	120,865	124,735	126,145
Black										
Total degrees	**58,515**	**60,130**	**60,673**	**57,473**	**56,555**	**58,065**	**65,341**	**72,326**	**77,872**	**83,576**
Humanities and social and behavioral sciences	20,107	19,266	18,045	15,272	15,060	16,384	20,222	23,157	25,392	27,445
Humanities	6,567	7,014	6,608	6,505	6,583	7,022	8,300	9,698	10,701	11,626
Social and behavioral sciences	13,540	12,252	11,437	8,767	8,477	9,362	11,922	13,459	14,691	15,819
Natural sciences	3,785	3,830	3,759	3,640	3,622	3,447	3,794	4,180	4,612	4,972
Life sciences	2,413	2,487	2,269	2,045	1,932	1,942	2,154	2,428	2,784	3,022
Physical sciences	665	691	906	829	844	704	772	836	850	946
Mathematics	707	652	584	766	846	801	868	916	978	1,004
Computer sciences and engineering	1,729	2,261	3,235	5,302	6,429	5,752	5,528	5,742	5,972	6,371
Computer and information sciences	361	505	786	2,143	2,928	2,533	2,063	2,147	2,261	2,455
Engineering*	1,368	1,756	2,449	3,159	3,501	3,219	3,465	3,595	3,711	3,916
Technical/professional	32,894	34,773	35,634	33,259	31,444	32,482	35,797	39,247	41,896	44,788
Education	12,922	11,509	9,494	5,456	4,253	4,245	4,816	5,226	5,590	6,316
Business management	9,976	11,430	13,400	14,999	14,686	15,105	16,648	18,304	19,187	20,366
Health sciences	3,135	3,380	3,603	3,836	3,822	3,981	4,209	4,222	4,744	4,896
Other technical/professional	6,861	8,454	9,137	8,968	8,683	9,151	10,124	11,495	12,375	13,210
Hispanic										
Total degrees	**18,663**	**20,029**	**21,832**	**25,874**	**26,990**	**29,910**	**36,612**	**40,761**	**45,376**	**50,241**
Humanities and social and behavioral sciences	7,764	7,594	7,754	8,049	8,468	10,412	13,438	16,386	18,503	20,842
Humanities	3,537	3,469	3,561	3,872	4,184	4,950	6,362	7,751	9,261	10,410
Social and behavioral sciences	4,227	4,125	4,193	4,177	4,284	5,462	7,076	8,635	9,242	10,432
Natural sciences	1,534	1,642	1,734	1,915	1,951	1,956	2,294	2,510	2,730	3,186
Life sciences	981	1,109	1,144	1,241	1,259	1,258	1,503	1,673	1,855	2,137
Physical sciences	332	339	405	417	423	386	390	382	438	523
Mathematics	221	194	185	257	269	312	401	455	437	526
Computer sciences and engineering	980	1,272	1,735	3,068	3,630	3,343	3,550	3,548	3,800	4,005
Computer and information sciences	93	155	302	826	1,077	896	917	901	860	899
Engineering*	887	1,117	1,433	2,242	2,553	2,447	2,633	2,647	2,940	3,106
Technical/professional	8,385	9,521	10,609	12,842	12,941	14,199	17,330	18,317	20,343	22,208
Education	3,050	3,029	2,847	2,533	2,223	2,281	3,503	3,116	2,973	3,295
Business management	2,588	3,196	4,114	5,771	6,397	7,017	7,831	8,466	9,588	10,264
Health sciences	863	1,066	1,153	1,550	1,332	1,397	1,709	1,765	2,009	2,274
Other technical/professional	1,884	2,230	2,495	2,988	2,989	3,504	4,287	4,970	5,773	6,375

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Table 27-4 Number of bachelor's degrees conferred, by race/ethnicity and field of study: Selected academic years ending 1977–94—Continued

Race/ethnicity and field of study	1977	1979	1981	1985	1987	1989	1991	1992	1993	1994
					Asian/Pacific Islander					
Total degrees	**13,745**	**15,336**	**18,794**	**25,395**	**32,618**	**37,686**	**41,618**	**46,720**	**51,463**	**55,660**
Humanities and social and behavioral sciences	4,442	4,400	4,807	5,618	7,895	10,108	12,022	14,032	15,644	17,240
Humanities	1,993	2,032	2,323	2,754	3,765	4,572	5,457	6,368	7,336	7,991
Social and behavioral sciences	2,449	2,368	2,484	2,864	4,130	5,536	6,565	7,664	8,308	9,249
Natural sciences	1,996	2,204	2,476	3,593	4,588	4,914	5,580	6,381	7,256	8,153
Life sciences	1,314	1,458	1,489	1,950	2,620	2,954	3,634	4,488	5,203	6,083
Physical sciences	367	425	596	763	918	931	1,004	1,025	1,124	1,126
Mathematics	315	321	391	880	1,050	1,029	942	868	929	944
Computer sciences and engineering	1,362	2,099	3,735	7,057	9,043	9,264	9,202	9,323	9,617	9,682
Computer and information sciences	163	262	669	2,044	2,546	2,361	2,075	2,140	2,294	2,301
Engineering*	1,199	1,837	3,066	5,013	6,497	6,903	7,127	7,183	7,323	7,381
Technical/professional	5,945	6,633	7,776	9,127	11,092	13,400	14,814	16,984	18,946	20,585
Education	894	785	723	770	1,092	1,106	890	977	1,100	1,122
Business management	2,596	3,135	3,943	5,274	6,002	7,973	9,100	10,592	11,780	12,486
Health sciences	1,018	1,087	1,312	1,310	1,577	1,710	2,018	2,261	2,513	3,070
Other technical/professional	1,437	1,626	1,798	1,773	2,421	2,611	2,806	3,154	3,553	3,907
					American Indian/Alaskan Native					
Total degrees	**3,319**	**3,404**	**3,593**	**4,246**	**3,971**	**3,954**	**4,513**	**5,176**	**5,671**	**6,189**
Humanities and social and behavioral sciences	1,143	1,144	1,211	1,260	1,246	1,237	1,501	1,828	2,116	2,283
Humanities	504	470	541	612	596	611	737	903	1,000	1,096
Social and behavioral sciences	639	674	670	648	650	626	764	925	1,116	1,187
Natural sciences	250	252	220	318	274	259	297	297	364	398
Life sciences	157	148	137	161	147	146	180	185	215	252
Physical sciences	67	63	65	98	74	62	70	66	93	85
Mathematics	26	41	18	59	53	51	47	46	56	61
Computer sciences and engineering	149	173	216	452	405	368	317	356	367	403
Computer and information sciences	15	11	21	139	116	88	82	81	83	79
Engineering*	134	162	195	313	289	280	235	275	284	324
Technical/professional	1,777	1,835	1,946	2,216	2,046	2,090	2,398	2,695	2,824	3,105
Education	707	645	569	483	452	533	618	654	644	739
Business management	433	505	636	921	783	797	868	949	1,051	1,036
Health sciences	154	206	209	273	274	239	285	332	348	398
Other technical/professional	483	479	532	539	537	521	627	760	781	932

* Engineering technologies cannot be derived by race/ethnicity from the "Engineering" category.

NOTE: See the supplemental note to this indicator for a description of the fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, table 260. (based on IPEDS/HEGIS "Completion" surveys).

Note to Indicator 27: Classification of fields of study

The data on degrees conferred by specific fields of study were obtained from the Integrated Postsecondary Education Data System (IPEDS) "Degrees and Other Formal Awards Conferred" surveys and the "Completions" surveys. The list below shows how related degree fields were reclassified into a consolidated degree field for this analysis.

Consolidated degree field	Degree fields
Humanities	Area and ethnic studies English language and literature/letters Foreign languages Liberal/general studies Multi/interdisciplinary studies Philosophy and religion Theology Visual and performing arts
Social/behavioral sciences	Psychology Social sciences and history
Natural sciences	Biological sciences/life sciences Mathematics Physical sciences
Engineering	Engineering Engineering technologies Construction trades Mechanics and repairs
Other technical/professional	Agriculture Architecture Communications Communication technology Home economics Law Library/archival sciences Military sciences Parks and recreation Precision production trades Protective services Public administration and services Transportation and material moving

In the 1991–92 academic year, a new classification of instructional programs was initiated. The figures for the earlier years were reclassified when necessary to make them conform to the new taxonomy. To facilitate trend comparisons, certain aggregations have been made of the degree fields as reported in the IPEDS "Completions" surveys: "Agriculture and natural resources" includes Agribusiness and agriculture production, Agricultural sciences, and Conservation and renewable natural resources; "Business management and administrative services" includes Business and management, Business (administrative support), Marketing and distribution, and Consumer, personal, and miscellaneous services; and "Engineering-related technologies" includes Engineering-related technologies, Mechanics and repairers, and Construction trades.

Table 28-1 Female field concentration ratio[1] of master's degrees conferred, by field of study: Academic years ending 1971–94

Field of study	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982
Humanities	1.58	1.52	1.45	1.34	1.32	1.24	1.17	1.16	1.12	1.08	1.03	1.08
Social and behavioral sciences	0.69	0.69	0.68	0.67	0.69	0.73	0.76	0.77	0.84	0.88	0.91	0.92
Natural sciences	0.48	0.48	0.44	0.43	0.41	0.41	0.44	0.42	0.44	0.43	0.43	0.45
Life sciences	0.76	0.72	0.62	0.58	0.53	0.54	0.57	0.59	0.62	0.60	0.63	0.69
Physical sciences	0.23	0.24	0.22	0.22	0.21	0.20	0.22	0.22	0.23	0.23	0.26	0.27
Mathematics	0.56	0.58	0.56	0.53	0.54	0.53	0.55	0.50	0.49	0.51	0.45	0.43
Computer sciences and engineering	0.03	0.04	0.04	0.05	0.05	0.06	0.07	0.09	0.09	0.11	0.12	0.14
Computer and information sciences	0.17	0.19	0.17	0.20	0.21	0.20	0.22	0.25	0.24	0.27	0.30	0.35
Engineering	0.02	0.02	0.02	0.03	0.03	0.04	0.05	0.06	0.07	0.08	0.09	0.10
Technical/professional	1.27	1.25	1.26	1.26	1.24	1.23	1.23	1.24	1.22	1.23	1.24	1.25
Education	1.92	1.98	1.98	1.99	2.04	2.10	2.18	2.26	2.28	2.42	2.48	2.54
Business management	0.06	0.06	0.07	0.09	0.11	0.15	0.19	0.22	0.25	0.30	0.33	0.38
Health professions	1.85	1.90	1.91	2.00	1.99	2.29	2.37	2.53	2.54	2.66	2.80	3.03
Other technical/ professional[2]	1.56	1.46	1.34	1.24	1.15	1.08	1.04	1.07	1.08	1.10	1.14	1.15

Field of study	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Humanities	1.06	1.08	1.12	1.12	1.06	1.06	1.06	1.06	1.09	1.08	1.08	1.09
Social and behavioral sciences	0.99	1.04	1.06	1.08	1.05	1.06	1.07	1.06	1.10	1.05	1.08	1.10
Natural sciences	0.48	0.52	0.52	0.53	0.55	0.54	0.56	0.55	0.55	0.54	0.55	0.55
Life sciences	0.77	0.82	0.91	0.91	0.91	0.92	0.92	0.93	0.92	0.91	0.87	0.92
Physical sciences	0.27	0.31	0.30	0.32	0.32	0.31	0.34	0.32	0.33	0.32	0.35	0.35
Mathematics	0.47	0.50	0.49	0.50	0.57	0.58	0.57	0.55	0.56	0.54	0.55	0.51
Computer sciences and engineering	0.15	0.18	0.18	0.20	0.20	0.19	0.19	0.20	0.19	0.19	0.19	0.19
Computer and information sciences	0.39	0.42	0.40	0.42	0.40	0.35	0.36	0.35	0.36	0.32	0.31	0.29
Engineering	0.10	0.12	0.12	0.13	0.14	0.13	0.14	0.14	0.14	0.15	0.15	0.15
Technical/professional	1.25	1.25	1.26	1.26	1.28	1.29	1.28	1.28	1.27	1.27	1.27	1.27
Education	2.64	2.63	2.64	2.66	2.71	2.84	2.84	2.84	2.81	2.84	2.81	2.75
Business management	0.41	0.44	0.45	0.45	0.47	0.48	0.47	0.47	0.46	0.46	0.47	0.48
Health professions	3.01	3.16	3.23	3.16	3.58	3.41	3.29	3.14	3.24	3.30	3.31	3.19
Other technical/ professional[2]	1.22	1.25	1.29	1.27	1.28	1.27	1.30	1.32	1.30	1.33	1.35	1.33

[1] The female field concentration ratio is calculated as the percentage of females earning degrees who majored in a specific field divided by the percentage of males earning degrees who majored in the same field. Includes degrees conferred to U.S. and non-U.S. citizens.

[2] Principally composed of public administration at the master's degree level and agriculture and natural resources at the doctor's degree level. See the glossary for a full definition of "other technical/ professional" fields.

NOTE: See the supplemental note to *Indicator 27* for a description of fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, table 263 (based on IPEDS/HEGIS "Completions" surveys).

Table 28-2 Percentage distribution of master's degrees conferred, by field of study and sex: Academic years ending 1971–94

Field of study	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982
Female												
Total number of degrees	**92,363**	**102,083**	**108,903**	**119,191**	**130,880**	**144,523**	**149,381**	**150,408**	**147,709**	**147,332**	**148,696**	**150,014**
Total percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Humanities	16.3	15.2	13.9	13.2	12.5	11.2	10.6	10.4	10.0	10.0	9.6	9.9
Social and behavioral sciences	7.6	7.6	7.5	7.4	7.2	7.0	7.2	7.0	7.0	6.9	7.2	7.1
Natural sciences	4.7	4.4	3.9	3.7	3.3	2.9	3.1	3.0	3.2	3.1	2.9	3.1
Life sciences	2.1	2.0	1.8	1.7	1.5	1.4	1.6	1.6	1.7	1.6	1.6	1.6
Physical sciences	0.9	0.9	0.8	0.7	0.6	0.6	0.6	0.6	0.7	0.7	0.7	0.8
Mathematics	1.7	1.5	1.4	1.3	1.1	0.9	0.9	0.8	0.8	0.8	0.7	0.7
Computer sciences and engineering	0.4	0.5	0.5	0.5	0.5	0.7	0.8	1.0	1.0	1.3	1.6	2.0
Computer and information sciences	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.4	0.4	0.5	0.7	0.9
Engineering	0.2	0.3	0.3	0.3	0.3	0.4	0.5	0.6	0.6	0.8	0.9	1.1
Technical/professional	71.0	72.3	74.2	75.2	76.5	78.2	78.4	78.6	78.8	78.7	78.7	77.9
Education	53.4	54.4	55.5	55.6	56.1	56.2	54.9	52.7	51.1	48.5	46.5	44.2
Business management	1.1	1.2	1.4	1.8	2.3	3.4	4.4	5.4	6.5	8.3	9.7	11.3
Health professions	3.4	4.0	4.4	4.8	5.0	5.8	5.9	6.7	7.4	7.7	8.2	8.3
Other technical/ professional[1]	13.1	12.8	12.9	13.0	13.0	12.9	13.2	13.9	13.8	14.2	14.3	14.1
Male												
Total number of degrees	**138,146**	**149,550**	**154,468**	**157,842**	**161,570**	**167,248**	**167,783**	**161,212**	**153,370**	**150,749**	**147,043**	**145,532**
Total percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Humanities	10.3	10.0	9.6	9.8	9.4	9.0	9.0	9.0	8.9	9.3	9.3	9.2
Social and behavioral sciences	11.0	11.0	11.0	11.0	10.5	9.6	9.4	9.0	8.3	7.9	7.8	7.8
Natural sciences	9.8	9.0	8.8	8.6	8.0	7.2	7.1	7.2	7.3	7.0	6.8	6.9
Life sciences	2.8	2.7	2.8	2.9	2.8	2.7	2.8	2.7	2.8	2.7	2.5	2.4
Physical sciences	4.0	3.6	3.5	3.3	3.1	2.8	2.7	2.9	2.9	2.8	2.9	3.0
Mathematics	3.0	2.7	2.5	2.4	2.1	1.8	1.6	1.6	1.6	1.5	1.4	1.6
Computer sciences and engineering	12.8	12.3	11.8	10.8	10.5	10.8	10.6	11.2	11.1	11.9	12.6	13.7
Computer and information sciences	1.0	1.2	1.2	1.3	1.2	1.3	1.4	1.5	1.6	1.9	2.2	2.5
Engineering	11.8	11.2	10.6	9.5	9.3	9.4	9.3	9.6	9.5	10.0	10.4	11.2
Technical/professional	56.1	57.6	58.8	59.9	61.6	63.4	63.8	63.6	64.4	63.9	63.4	62.5
Education	27.8	27.5	28.0	27.9	27.5	26.8	25.2	23.4	22.4	20.1	18.7	17.4
Business management	18.1	19.3	18.9	19.0	20.3	22.2	23.5	24.7	26.3	28.1	29.2	30.1
Health professions	1.9	2.1	2.3	2.4	2.5	2.5	2.5	2.6	2.9	2.9	2.9	2.8
Other technical/ professional[1]	8.4	8.7	9.6	10.5	11.3	11.9	12.7	13.0	12.8	12.8	12.5	12.3
Index of dissimilarity[2]	37.9	38.0	37.2	36.0	35.9	35.8	35.1	35.7	35.3	35.3	35.1	35.0

Table 28-2 **Percentage distribution of master's degrees conferred, by field of study and sex: Academic years ending 1971–94—Continued**

Field of study	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Female												
Total number of degrees	**145,224**	**140,668**	**142,861**	**145,059**	**148,080**	**151,883**	**160,898**	**169,539**	**176,849**	**189,139**	**199,947**	**210,064**
Total percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Humanities	9.5	10.1	10.0	10.0	9.7	9.5	9.5	9.6	9.5	9.5	9.3	9.2
Social and behavioral sciences	7.3	7.2	7.3	7.3	7.1	6.8	7.0	7.1	7.5	6.7	6.9	7.2
Natural sciences	3.2	3.4	3.4	3.5	3.5	3.5	3.4	3.2	3.1	2.9	2.8	2.8
Life sciences	1.7	1.7	1.7	1.7	1.6	1.6	1.5	1.5	1.4	1.3	1.2	1.3
Physical sciences	0.8	0.9	0.9	1.0	1.0	0.9	0.9	0.8	0.8	0.8	0.8	0.8
Mathematics	0.7	0.8	0.8	0.8	0.9	1.0	0.9	0.9	0.9	0.8	0.8	0.7
Computer sciences and engineering	2.3	2.8	3.0	3.4	3.6	3.5	3.6	3.6	3.6	3.4	3.5	3.5
Computer and information sciences	1.0	1.3	1.4	1.7	1.7	1.6	1.6	1.6	1.6	1.4	1.4	1.3
Engineering	1.2	1.5	1.6	1.7	1.9	1.9	2.0	2.0	2.0	2.0	2.1	2.2
Technical/professional	77.7	76.5	76.2	75.8	76.0	76.7	76.5	76.4	76.4	77.5	77.5	77.3
Education	41.6	38.8	37.9	37.6	37.0	37.8	38.0	38.0	37.8	37.8	36.9	36.1
Business management	12.9	14.2	14.6	14.3	15.0	15.3	15.2	15.4	15.5	15.8	16.0	16.2
Health professions	8.8	9.4	9.3	9.8	9.8	9.6	9.3	9.3	9.5	9.7	10.2	10.6
Other technical/professional[1]	14.3	14.2	14.5	14.2	14.3	13.9	13.9	13.7	13.6	14.2	14.3	14.4
Male												
Total number of degrees	**144,697**	**143,595**	**143,390**	**143,508**	**141,269**	**143,290**	**148,872**	**152,926**	**151,796**	**159,543**	**168,754**	**175,355**
Total percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Humanities	9.0	9.3	8.9	8.9	9.2	9.0	8.9	9.1	8.7	8.8	8.7	8.4
Social and behavioral sciences	7.3	6.9	6.9	6.8	6.8	6.4	6.5	6.7	6.8	6.4	6.3	6.6
Natural sciences	6.7	6.6	6.5	6.6	6.4	6.4	6.1	5.9	5.7	5.4	5.1	5.1
Life sciences	2.2	2.1	1.8	1.8	1.8	1.7	1.7	1.6	1.5	1.4	1.4	1.4
Physical sciences	2.9	3.0	3.1	3.1	3.0	3.0	2.8	2.6	2.5	2.5	2.3	2.3
Mathematics	1.6	1.5	1.6	1.7	1.6	1.7	1.6	1.7	1.6	1.5	1.5	1.4
Computer sciences and engineering	14.8	15.9	17.0	17.3	18.3	19.0	18.9	18.5	18.4	18.2	18.9	18.7
Computer and information sciences	2.6	3.0	3.5	3.9	4.2	4.7	4.6	4.6	4.3	4.3	4.4	4.4
Engineering	12.1	12.9	13.4	13.4	14.0	14.3	14.4	14.0	14.1	13.9	14.5	14.3
Technical/professional	62.2	61.2	60.6	60.4	59.4	59.2	59.5	59.8	60.4	61.2	61.0	61.1
Education	15.8	14.7	14.3	14.1	13.7	13.3	13.4	13.4	13.5	13.3	13.2	13.1
Business management	31.8	32.2	32.2	32.0	31.8	32.1	32.6	33.1	33.5	34.3	34.2	33.8
Health professions	2.9	3.0	2.9	3.1	2.7	2.8	2.8	3.0	2.9	2.9	3.1	3.3
Other technical/professional[1]	11.7	11.4	11.2	11.1	11.2	11.0	10.7	10.4	10.4	10.6	10.6	10.8
Index of dissimilarity[2]	33.6	32.9	33.1	33.2	32.8	33.7	33.8	33.6	33.9	34.0	35.9	35.2

[1] Principally composed of public administration at the master's degree level and agriculture and natural resources at the doctor's degree level. See the glossary for a full definition of "other technical/professional" fields.

[2] The index of dissimilarity is calculated as the sum of the absolute difference between the proportions of females and males earning degrees in each of the fields, divided by two. For this analysis, it was calculated using the 11 detailed categories shown above. (For example, the "life sciences," "physical sciences," and "mathematics" categories were used in this analysis, but the "natural sciences" category was not). Here, the index of dissimilarity represents the percentage, by field, one sex would need to vary to reach the field distribution of the other sex.

NOTE: Details may not add to totals due to rounding. Includes degrees conferred to U.S. and non-U.S. citizens. See the supplemental note to *Indicator 27* for a description of fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, table 263 (based on IPEDS/HEGIS "Completions" surveys).

Table 28-3 Number of master's degrees conferred, by field of study and sex: Academic years ending 1971–94

Field of study	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982
						Female						
Total	**92,363**	**102,083**	**108,903**	**119,191**	**130,880**	**144,523**	**149,381**	**150,408**	**147,709**	**147,332**	**148,696**	**150,014**
Humanities	15,079	15,550	15,126	15,716	16,357	16,184	15,791	15,658	14,744	14,725	14,297	14,859
Social and behavioral sciences	7,028	7,735	8,166	8,785	9,461	10,066	10,686	10,485	10,295	10,224	10,645	10,658
Natural sciences	4,315	4,458	4,271	4,395	4,259	4,257	4,624	4,574	4,697	4,503	4,376	4,650
Life sciences	1,923	2,014	1,909	1,997	1,963	2,085	2,396	2,406	2,566	2,412	2,324	2,448
Physical sciences	846	883	843	876	838	818	881	941	990	971	1,084	1,196
Mathematics	1,546	1,561	1,519	1,522	1,458	1,354	1,347	1,227	1,141	1,120	968	1,006
Computer sciences and engineering	349	497	503	649	713	959	1,186	1,432	1,526	1,906	2,333	2,938
Computer and information sciences	164	225	225	293	338	377	466	567	575	764	971	1,310
Engineering	185	272	278	356	375	582	720	865	951	1,142	1,362	1,628
Technical/professional	65,592	73,843	80,837	89,646	100,090	113,057	117,094	118,259	116,447	115,974	117,045	116,909
Education	49,301	55,527	60,479	66,290	73,411	81,230	81,959	79,254	75,456	71,519	69,165	66,262
Business management	1,010	1,183	1,510	2,128	3,026	4,909	6,606	8,094	9,581	12,196	14,411	16,956
Health professions	3,182	4,066	4,795	5,780	6,600	8,339	8,788	10,060	10,991	11,347	12,199	12,497
Other technical/ professional*	12,099	13,067	14,053	15,448	17,053	18,579	19,741	20,851	20,419	20,912	21,270	21,194
						Male						
Total	**138,146**	**149,550**	**154,468**	**157,842**	**161,570**	**167,248**	**167,783**	**161,212**	**153,370**	**150,749**	**147,043**	**145,532**
Humanities	14,273	14,962	14,820	15,512	15,244	15,064	15,168	14,456	13,635	13,956	13,723	13,319
Social and behavioral sciences	15,228	16,474	16,930	17,304	16,910	16,054	15,706	14,515	12,800	11,890	11,523	11,291
Natural sciences	13,475	13,467	13,646	13,525	12,914	12,106	11,930	11,655	11,138	10,608	9,960	10,001
Life sciences	3,805	4,087	4,354	4,555	4,587	4,497	4,718	4,400	4,265	4,098	3,654	3,426
Physical sciences	5,521	5,404	5,414	5,186	4,969	4,648	4,450	4,620	4,461	4,248	4,200	4,318
Mathematics	4,149	3,976	3,878	3,784	3,358	2,961	2,762	2,635	2,412	2,262	2,106	2,257
Computer sciences and engineering	17,682	18,440	18,229	17,006	16,934	17,986	17,857	18,004	17,024	17,984	18,594	19,936
Computer and information sciences	1,424	1,752	1,888	1,983	1,961	2,226	2,332	2,471	2,480	2,883	3,247	3,625
Engineering	16,258	16,688	16,341	15,023	14,973	15,760	15,525	15,533	14,544	15,101	15,347	16,311
Technical/professional	77,488	86,207	90,843	94,495	99,568	106,038	107,122	102,582	98,773	96,311	93,243	90,985
Education	38,365	41,141	43,298	44,112	44,430	44,831	42,308	37,662	34,410	30,300	27,548	25,339
Business management	24,967	28,845	29,128	30,044	32,732	37,145	39,400	39,743	40,274	42,288	42,980	43,807
Health professions	2,567	3,141	3,567	3,819	4,092	4,217	4,163	4,265	4,494	4,357	4,316	4,006
Other technical/ professional*	11,589	13,080	14,850	16,520	18,314	19,845	21,251	20,912	19,595	19,366	18,399	17,833

Table 28-3 **Number of master's degrees conferred, by field of study and sex: Academic years ending 1971–94—Continued**

Field of study	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Female												
Total	**145,224**	**140,668**	**142,861**	**145,059**	**148,080**	**151,883**	**160,898**	**169,539**	**176,849**	**189,139**	**199,947**	**210,064**
Humanities	13,844	14,182	14,334	14,526	14,379	14,423	15,229	16,263	16,757	17,920	18,677	19,223
Social and behavioral sciences	10,565	10,151	10,467	10,643	10,523	10,359	11,242	12,089	13,237	12,692	13,728	15,189
Natural sciences	4,697	4,784	4,880	5,039	5,226	5,246	5,478	5,491	5,530	5,508	5,583	5,956
Life sciences	2,482	2,410	2,412	2,397	2,414	2,361	2,469	2,474	2,463	2,484	2,413	2,731
Physical sciences	1,133	1,308	1,344	1,432	1,410	1,409	1,524	1,439	1,472	1,465	1,558	1,661
Mathematics	1,082	1,066	1,124	1,210	1,402	1,476	1,485	1,578	1,595	1,559	1,612	1,564
Computer sciences and engineering	3,304	3,966	4,345	4,904	5,346	5,380	5,833	6,132	6,289	6,480	7,025	7,292
Computer and information sciences	1,508	1,811	2,037	2,412	2,496	2,471	2,639	2,717	2,761	2,646	2,753	2,692
Engineering	1,796	2,155	2,308	2,492	2,850	2,909	3,194	3,415	3,528	3,834	4,272	4,600
Technical/professional	112,814	107,585	108,835	109,947	112,606	116,475	123,116	129,564	135,036	146,539	154,934	162,404
Education	60,427	54,522	54,117	54,506	54,752	57,458	61,218	64,414	66,895	71,424	73,831	75,930
Business management	18,759	19,972	20,787	20,751	22,180	23,250	24,525	26,091	27,372	29,937	31,964	34,102
Health professions	12,812	13,160	13,266	14,145	14,520	14,610	15,042	15,787	16,756	18,374	20,491	22,211
Other technical/ professional*	20,816	19,931	20,665	20,545	21,154	21,157	22,331	23,272	24,013	26,804	28,648	30,161
Male												
Total	**144,697**	**143,595**	**143,390**	**143,508**	**141,269**	**143,290**	**148,872**	**152,926**	**151,796**	**159,543**	**168,754**	**175,355**
Humanities	13,037	13,423	12,827	12,781	12,993	12,851	13,240	13,855	13,249	14,045	14,598	14,774
Social and behavioral sciences	10,621	9,951	9,927	9,766	9,545	9,233	9,721	10,275	10,345	10,225	10,700	11,553
Natural sciences	9,687	9,442	9,388	9,483	9,085	9,138	9,109	8,973	8,585	8,662	8,606	9,019
Life sciences	3,214	2,996	2,647	2,616	2,538	2,423	2,492	2,395	2,302	2,301	2,343	2,465
Physical sciences	4,157	4,268	4,452	4,470	4,219	4,324	4,199	4,010	3,837	3,909	3,808	4,018
Mathematics	2,316	2,178	2,289	2,397	2,328	2,391	2,418	2,568	2,446	2,452	2,455	2,536
Computer sciences and engineering	21,361	22,879	24,311	24,823	25,789	27,202	28,149	28,317	27,993	29,027	31,864	32,878
Computer and information sciences	3,813	4,379	5,064	5,658	5,985	6,726	6,775	6,960	6,563	6,884	7,410	7,724
Engineering	17,548	18,500	19,247	19,165	19,804	20,476	21,374	21,357	21,430	22,143	24,454	25,154
Technical/professional	89,991	87,900	86,937	86,655	83,857	84,866	88,653	91,506	91,624	97,584	102,986	107,131
Education	22,823	21,142	20,537	20,295	19,293	19,108	19,956	20,467	20,448	21,244	22,197	23,008
Business management	45,999	46,178	46,209	45,938	44,913	45,980	48,540	50,585	50,883	54,705	57,651	59,335
Health professions	4,235	4,251	4,119	4,428	3,874	4,047	4,226	4,534	4,444	4,691	5,227	5,814
Other technical/ professional*	16,934	16,329	16,072	15,994	15,777	15,731	15,931	15,920	15,849	16,944	17,911	18,974

* Principally composed of public administration at the master's degree level and agriculture and natural resources at the doctor's degree level. See the glossary for a full definition of "other technical/ professional" fields.

NOTE: See the supplemental table to *Indicator 27* for a description of fields of study. Includes degrees conferred to U.S. and non-U.S. citizens.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, table 263 (based on IPEDS/HEGIS "Completions" surveys).

Table 28-4 Female field concentration ratio[1] of doctor's degrees conferred, by field of study: Academic years ending 1971–94

Field of study	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982
Humanities	1.89	1.87	1.77	1.71	1.59	1.50	1.41	1.32	1.18	1.10	1.15	1.15
Social and behavioral sciences	1.29	1.22	1.21	1.28	1.26	1.21	1.29	1.23	1.28	1.30	1.26	1.26
Natural sciences	0.67	0.66	0.65	0.63	0.62	0.57	0.56	0.57	0.59	0.56	0.56	0.57
Life sciences	1.17	1.09	1.12	1.08	1.04	0.92	0.84	0.89	0.88	0.83	0.87	0.87
Physical sciences	0.36	0.38	0.33	0.32	0.33	0.32	0.33	0.31	0.33	0.34	0.30	0.34
Mathematics	0.50	0.45	0.48	0.43	0.44	0.40	0.46	0.49	0.50	0.37	0.40	0.33
Computer sciences and engineering	0.04	0.05	0.09	0.08	0.09	0.10	0.11	0.08	0.11	0.11	0.11	0.13
Computer and information sciences	0.14	0.41	0.38	0.20	0.26	0.35	0.30	0.23	0.37	0.30	0.24	0.19
Engineering	0.04	0.03	0.07	0.07	0.08	0.08	0.09	0.07	0.09	0.09	0.09	0.12
Technical/professional	1.27	1.28	1.23	1.21	1.26	1.33	1.32	1.41	1.43	1.51	1.54	1.56
Education	1.60	1.61	1.48	1.52	1.61	1.66	1.61	1.79	1.84	1.86	1.98	1.99
Business management	0.17	0.12	0.28	0.24	0.16	0.19	0.21	0.26	0.34	0.41	0.39	0.47
Health professions	1.19	1.18	1.53	1.24	1.48	1.36	1.46	1.75	1.49	1.91	1.71	1.78
Other technical/ professional[2]	0.76	0.77	0.81	0.70	0.72	0.89	0.88	0.80	0.77	0.87	0.87	0.93

Field of study	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Humanities	1.09	1.08	1.07	1.08	1.08	1.06	1.05	1.06	1.13	1.13	1.13	1.09
Social and behavioral sciences	1.38	1.37	1.38	1.42	1.43	1.54	1.48	1.58	1.71	1.50	1.56	1.54
Natural sciences	0.59	0.57	0.60	0.58	0.61	0.63	0.64	0.65	0.64	0.69	0.70	0.69
Life sciences	0.96	0.88	0.94	0.93	0.99	1.01	1.00	1.06	1.01	1.04	1.08	1.09
Physical sciences	0.33	0.35	0.37	0.37	0.38	0.41	0.43	0.42	0.42	0.47	0.45	0.44
Mathematics	0.40	0.42	0.35	0.37	0.38	0.36	0.42	0.38	0.41	0.46	0.51	0.45
Computer sciences and engineering	0.11	0.12	0.14	0.15	0.15	0.15	0.18	0.19	0.18	0.19	0.18	0.21
Computer and information sciences	0.30	0.23	0.22	0.28	0.30	0.23	0.32	0.30	0.27	0.26	0.27	0.29
Engineering	0.09	0.12	0.13	0.13	0.14	0.14	0.17	0.17	0.17	0.18	0.17	0.20
Technical/professional	1.50	1.54	1.57	1.61	1.65	1.69	1.73	1.69	1.70	1.76	1.73	1.76
Education	1.99	1.99	2.09	2.10	2.18	2.25	2.32	2.35	2.34	2.47	2.35	2.48
Business management	0.41	0.54	0.40	0.52	0.58	0.58	0.65	0.59	0.60	0.51	0.63	0.63
Health professions	1.57	2.03	2.17	1.94	2.12	2.41	2.35	2.07	2.27	2.33	2.18	2.25
Other technical/ professional[2]	0.83	0.88	0.89	1.00	1.01	1.03	0.98	1.00	0.99	1.01	1.09	1.07

[1] The female field concentration ratio is calculated as the percentage of females earning degrees who majored in a specific field divided by the percentage of males earning degrees who majored in the same field. Includes degrees conferred to U.S. and non-U.S. citizens.

[2] Principally composed of public administration at the master's degree level and agriculture and natural resources at the doctor's degree level. See the glossary for a full definition of "other technical/ professional" fields.

NOTE: See the supplemental note to *Indicator 27* for a description of fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, table 266 (based on IPEDS/HEGIS "Completions" surveys).

Table 28-5 Percentage distribution of doctor's degrees conferred, by field of study and sex: Academic years ending 1971–94

Field of study	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982
						Female						
Total number of degrees	**4,577**	**5,273**	**6,206**	**6,451**	**7,266**	**7,797**	**8,090**	**8,473**	**9,189**	**9,672**	**10,247**	**10,483**
Total percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Humanities	22.8	23.4	24.1	23.5	22.0	21.4	20.0	19.0	18.4	16.2	15.8	15.7
Social and behavioral sciences	22.3	22.4	22.8	25.2	24.9	24.8	26.0	24.3	24.0	24.3	23.6	23.2
Natural sciences	20.5	18.7	17.4	16.3	15.9	14.4	14.3	14.6	15.0	14.8	15.1	15.6
Life sciences	13.0	11.8	11.4	10.8	10.2	9.3	9.0	9.4	9.9	9.8	10.3	10.4
Physical sciences	5.4	5.2	4.3	3.9	4.1	3.8	3.9	3.7	3.8	4.0	3.7	4.3
Mathematics	2.1	1.7	1.6	1.6	1.5	1.2	1.4	1.5	1.4	1.1	1.2	0.9
Computer sciences and engineering	0.6	0.6	1.1	1.0	1.1	1.1	1.1	0.8	1.2	1.3	1.3	1.5
Computer and information sciences	0.1	0.2	0.2	0.1	0.2	0.3	0.2	0.2	0.3	0.3	0.2	0.2
Engineering	0.5	0.4	0.9	0.9	0.9	0.8	0.9	0.7	0.9	1.0	1.0	1.3
Technical/professional	33.9	34.9	34.6	34.0	36.1	38.2	38.5	41.2	41.4	43.4	44.2	44.0
Education	27.7	29.3	26.8	27.6	29.2	30.5	31.0	32.3	32.6	33.2	33.5	32.3
Business management	0.5	0.4	0.8	0.8	0.5	0.6	0.6	0.8	1.1	1.1	1.2	1.4
Health professions	1.7	1.5	2.6	2.0	2.4	2.1	2.1	3.0	2.9	3.6	3.6	4.0
Other technical/ professional[1]	4.0	3.7	4.3	3.6	3.9	5.0	4.8	5.1	4.9	5.4	5.9	6.2
						Male						
Total number of degrees	**27,530**	**28,090**	**28,571**	**27,365**	**26,817**	**26,267**	**25,142**	**23,658**	**23,541**	**22,943**	**22,711**	**22,224**
Total percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Humanities	12.0	12.5	13.6	13.7	13.8	14.3	14.2	14.4	15.5	14.7	13.8	13.6
Social and behavioral sciences	17.4	18.4	18.8	19.6	19.8	20.5	20.2	19.8	18.7	18.6	18.8	18.4
Natural sciences	30.3	28.3	26.8	26.0	25.7	25.2	25.6	25.6	25.6	26.4	26.8	27.5
Life sciences	11.1	10.8	10.2	10.0	9.8	10.1	10.6	10.6	11.2	11.7	11.7	11.9
Physical sciences	15.1	13.6	13.1	12.3	12.4	11.9	12.0	11.9	11.7	11.8	12.2	12.8
Mathematics	4.2	3.8	3.5	3.6	3.5	3.1	3.0	3.1	2.7	2.9	2.9	2.8
Computer sciences and engineering	13.6	13.5	12.7	12.6	12.1	11.3	10.8	10.8	11.2	11.4	11.8	12.3
Computer and information sciences	0.5	0.6	0.6	0.7	0.7	0.8	0.8	0.8	0.9	0.9	1.0	1.0
Engineering	13.1	13.0	12.0	11.9	11.3	10.5	10.0	10.1	10.3	10.5	10.8	11.2
Technical/professional	26.7	27.3	28.1	28.1	28.5	28.8	29.2	29.3	29.0	28.8	28.8	28.2
Education	17.3	18.2	18.2	18.2	18.1	18.4	19.2	18.1	17.7	17.9	16.9	16.3
Business management	2.7	3.0	3.0	3.2	3.3	3.2	3.1	3.2	3.1	2.8	3.0	3.0
Health professions	1.4	1.3	1.7	1.6	1.6	1.6	1.5	1.7	1.9	1.9	2.1	2.3
Other technical/ professional[1]	5.3	4.8	5.3	5.1	5.4	5.6	5.4	6.3	6.3	6.2	6.8	6.7
Index of dissimilarity[2]	28.3	27.2	25.3	26.0	25.5	24.1	24.1	24.6	24.0	24.2	25.0	24.7

Table 28-5 Percentage distribution of doctor's degrees conferred, by field of study and sex: Academic years ending 1971–94—Continued

Field of study	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Female												
Total number of degrees	**10,873**	**11,145**	**11,243**	**11,834**	**11,980**	**12,012**	**13,062**	**13,865**	**14,214**	**14,922**	**16,041**	**16,618**
Total percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Humanities	14.8	14.7	14.1	14.2	13.9	13.2	12.8	13.3	13.4	14.0	13.7	14.0
Social and behavioral sciences	24.4	23.7	23.4	24.1	23.7	23.6	23.2	23.3	24.4	20.8	21.8	21.2
Natural sciences	15.2	15.0	15.9	15.6	16.4	17.4	17.1	17.5	18.0	18.9	18.8	18.7
Life sciences	9.9	9.5	10.0	9.5	10.0	10.7	9.8	10.5	10.7	10.9	11.0	11.1
Physical sciences	4.2	4.4	4.9	5.0	5.3	5.7	5.9	5.8	5.9	6.4	6.0	6.1
Mathematics	1.1	1.2	1.0	1.1	1.1	1.1	1.4	1.2	1.4	1.5	1.8	1.5
Computer sciences and engineering	1.5	1.7	2.1	2.3	2.6	2.8	3.7	3.9	4.1	4.2	4.2	4.7
Computer and information sciences	0.3	0.2	0.2	0.4	0.4	0.4	0.7	0.7	0.6	0.7	0.7	0.8
Engineering	1.1	1.5	1.9	1.9	2.2	2.4	3.1	3.2	3.4	3.5	3.5	4.0
Technical/professional	44.2	44.9	44.5	43.7	43.5	42.9	43.1	42.0	40.2	42.1	41.5	41.4
Education	32.3	31.1	30.6	29.7	29.0	27.6	27.8	26.9	25.1	27.3	26.0	25.3
Business management	1.2	1.8	1.3	1.7	2.1	2.1	2.3	2.0	2.2	1.9	2.4	2.3
Health professions	4.7	5.3	5.6	5.4	5.4	5.9	6.3	6.0	6.5	6.5	6.3	6.7
Other technical/ professional[1]	6.0	6.7	7.0	6.9	6.9	7.3	6.7	7.1	6.4	6.3	6.8	7.1
Male												
Total number of degrees	**21,902**	**22,064**	**21,700**	**21,819**	**22,061**	**22,279**	**22,597**	**24,248**	**24,333**	**25,168**	**25,980**	**26,531**
Total percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Humanities	13.5	13.5	13.2	13.2	12.9	12.4	12.2	12.5	11.8	12.4	12.2	12.8
Social and behavioral sciences	17.7	17.2	16.9	16.9	16.5	15.4	15.7	14.8	14.3	13.8	13.9	13.8
Natural sciences	26.0	26.3	26.6	26.8	26.7	27.6	26.8	27.0	28.2	27.4	27.0	27.3
Life sciences	10.3	10.8	10.6	10.2	10.1	10.5	9.9	9.9	10.6	10.4	10.3	10.1
Physical sciences	12.8	12.8	13.1	13.6	13.8	14.0	13.7	13.8	14.2	13.6	13.2	13.7
Mathematics	2.8	2.8	2.9	3.0	2.8	3.0	3.3	3.3	3.4	3.4	3.5	3.4
Computer sciences and engineering	13.4	13.8	15.0	15.9	17.6	19.2	20.3	20.9	22.1	22.4	23.0	22.6
Computer and information sciences	1.0	1.0	1.0	1.4	1.5	1.7	2.1	2.2	2.4	2.7	2.7	2.6
Engineering	12.4	12.8	13.9	14.6	16.1	17.5	18.2	18.7	19.7	19.8	20.3	20.0
Technical/professional	29.4	29.1	28.3	27.2	26.3	25.5	25.0	24.8	23.6	23.9	23.9	23.5
Education	16.2	15.6	14.6	14.2	13.3	12.3	12.0	11.4	10.7	11.1	11.0	10.2
Business management	2.9	3.3	3.2	3.3	3.7	3.6	3.5	3.4	3.6	3.8	3.7	3.7
Health professions	3.0	2.6	2.6	2.8	2.6	2.5	2.7	2.9	2.9	2.8	2.9	3.0
Other technical/ professional[1]	7.3	7.6	7.9	6.9	6.8	7.1	6.8	7.1	6.5	6.3	6.3	6.6
Index of dissimilarity[2]	25.7	25.8	26.4	26.4	26.8	28.1	27.7	28.5	29.8	29.1	29.1	28.8

[1] Principally composed of public administration at the master's degree level and agriculture and natural resources at the doctor's degree level. See the glossary for a full definition of "other technical/ professional" fields.

[2] The index of dissimilarity is calculated as the sum of the absolute difference between the proportions of females and males earning degrees in each of the fields, divided by two. For this analysis, it was calculated using the 11 detailed categories shown above. (For example, the "life sciences," "physical sciences," and "mathematics" categories were used in this analysis, but the "natural sciences" category was not). Here, the index of dissimilarity represents the percentage, by field, one sex would need to vary to reach the field distribution of the other sex.

NOTE: Details may not add to totals due to rounding. Includes degrees conferred to U.S. and non-U.S. citizens. See the supplemental note to *Indicator 27* for a description of fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996,* table 266 (based on IPEDS/HEGIS "Completions" surveys).

Table 28-6 Number of doctor's degrees conferred, by field of study and sex: Academic years ending 1971–94

Field of study	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982
						Female						
Total	**4,577**	**5,273**	**6,206**	**6,451**	**7,266**	**7,797**	**8,090**	**8,473**	**9,189**	**9,672**	**10,247**	**10,483**
Humanities	1,043	1,233	1,496	1,513	1,597	1,667	1,622	1,613	1,687	1,571	1,621	1,645
Social and behavioral sciences	1,022	1,181	1,414	1,626	1,812	1,937	2,104	2,062	2,203	2,347	2,422	2,429
Natural sciences	936	985	1,080	1,053	1,156	1,125	1,156	1,236	1,381	1,434	1,547	1,638
Life sciences	595	622	710	699	743	729	726	798	906	946	1,052	1,089
Physical sciences	246	273	268	253	301	299	319	312	350	384	376	451
Mathematics	95	90	102	101	112	97	111	126	125	104	119	98
Computer sciences and engineering	26	34	69	64	80	89	92	72	113	122	129	161
Computer and information sciences	3	12	15	9	14	23	19	15	30	27	25	21
Engineering	23	22	54	55	66	66	73	57	83	95	104	140
Technical/professional	1,550	1,840	2,147	2,195	2,621	2,979	3,116	3,490	3,805	4,198	4,528	4,610
Education	1,270	1,544	1,666	1,783	2,119	2,376	2,506	2,737	2,996	3,214	3,436	3,387
Business management	21	19	52	49	39	49	52	70	97	111	120	147
Health professions	77	80	161	131	177	166	172	252	264	351	367	422
Other technical/ professional*	182	197	268	232	286	388	386	431	448	522	605	654
						Male						
Total	**27,530**	**28,090**	**28,571**	**27,365**	**26,817**	**26,267**	**25,142**	**23,658**	**23,541**	**22,943**	**22,711**	**22,224**
Humanities	3,317	3,510	3,889	3,757	3,711	3,749	3,565	3,410	3,649	3,378	3,128	3,021
Social and behavioral sciences	4,782	5,177	5,370	5,370	5,313	5,377	5,084	4,696	4,396	4,278	4,276	4,093
Natural sciences	8,348	7,936	7,651	7,105	6,902	6,607	6,441	6,054	6,032	6,054	6,087	6,112
Life sciences	3,050	3,031	2,926	2,740	2,641	2,663	2,671	2,511	2,636	2,690	2,666	2,654
Physical sciences	4,144	3,830	3,738	3,373	3,325	3,132	3,022	2,821	2,752	2,705	2,765	2,835
Mathematics	1,154	1,075	987	992	936	812	748	722	644	659	656	623
Computer sciences and engineering	3,740	3,804	3,619	3,446	3,241	2,976	2,710	2,564	2,629	2,625	2,684	2,726
Computer and information sciences	125	155	181	189	199	221	197	181	206	213	227	230
Engineering	3,615	3,649	3,438	3,257	3,042	2,755	2,513	2,383	2,423	2,412	2,457	2,496
Technical/professional	7,343	7,663	8,042	7,687	7,650	7,558	7,342	6,934	6,835	6,608	6,536	6,272
Education	4,771	5,104	5,191	4,974	4,856	4,826	4,832	4,281	4,174	4,100	3,843	3,612
Business management	736	840	850	870	897	851	775	753	724	642	675	668
Health professions	389	362	485	447	441	411	366	402	454	435	475	503
Other technical/ professional*	1,447	1,357	1,516	1,396	1,456	1,470	1,369	1,498	1,483	1,431	1,543	1,489

Table 28-6 **Number of doctor's degrees conferred, by field of study and sex: Academic years ending 1971–94—Continued**

Field of study	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
						Female						
Total	**10,873**	**11,145**	**11,243**	**11,834**	**11,980**	**12,012**	**13,062**	**13,865**	**14,214**	**14,922**	**16,041**	**16,618**
Humanities	1,604	1,634	1,588	1,683	1,663	1,580	1,677	1,844	1,901	2,091	2,205	2,324
Social and behavioral sciences	2,653	2,642	2,626	2,854	2,835	2,839	3,031	3,236	3,468	3,106	3,493	3,527
Natural sciences	1,653	1,676	1,791	1,846	1,959	2,094	2,234	2,430	2,558	2,816	3,015	3,105
Life sciences	1,075	1,056	1,125	1,129	1,194	1,280	1,266	1,450	1,516	1,623	1,771	1,844
Physical sciences	458	491	552	588	634	686	770	808	843	962	961	1,008
Mathematics	120	129	114	129	131	128	178	172	199	231	283	253
Computer sciences and engineering	159	191	233	274	315	341	485	538	577	630	676	789
Computer and information sciences	34	26	25	45	52	48	85	93	92	103	116	125
Engineering	125	165	208	229	263	293	400	445	485	527	560	664
Technical/professional	4,804	5,002	5,005	5,177	5,208	5,158	5,635	5,817	5,710	6,279	6,652	6,873
Education	3,510	3,465	3,440	3,517	3,476	3,321	3,633	3,726	3,574	4,081	4,163	4,202
Business management	132	199	143	205	254	253	300	275	309	289	377	384
Health professions	506	590	634	637	649	713	828	832	919	963	1,014	1,113
Other technical/ professional*	656	748	788	818	829	871	874	984	908	946	1,098	1,174
						Male						
Total	**21,902**	**22,064**	**21,700**	**21,819**	**22,061**	**22,279**	**22,597**	**24,248**	**24,333**	**25,168**	**25,980**	**26,531**
Humanities	2,959	2,982	2,867	2,876	2,840	2,766	2,759	3,029	2,871	3,125	3,168	3,398
Social and behavioral sciences	3,880	3,804	3,672	3,694	3,641	3,422	3,539	3,585	3,476	3,485	3,618	3,663
Natural sciences	5,688	5,810	5,778	5,840	5,892	6,140	6,059	6,544	6,861	6,900	7,002	7,236
Life sciences	2,266	2,381	2,307	2,229	2,225	2,349	2,234	2,394	2,577	2,620	2,664	2,690
Physical sciences	2,811	2,815	2,851	2,963	3,039	3,123	3,088	3,356	3,447	3,429	3,432	3,642
Mathematics	611	614	620	648	628	668	737	794	837	851	906	904
Computer sciences and engineering	2,934	3,041	3,245	3,480	3,877	4,278	4,589	5,070	5,371	5,641	5,972	6,000
Computer and information sciences	228	225	223	299	322	380	466	534	584	669	689	685
Engineering	2,706	2,816	3,022	3,181	3,555	3,898	4,123	4,536	4,787	4,972	5,283	5,315
Technical/professional	6,441	6,427	6,138	5,929	5,811	5,673	5,651	6,020	5,754	6,017	6,220	6,234
Education	3,547	3,446	3,172	3,088	2,931	2,739	2,704	2,776	2,613	2,783	2,867	2,706
Business management	644	730	688	729	808	810	800	818	876	953	969	980
Health professions	649	574	565	604	564	548	609	704	694	698	753	789
Other technical/ professional*	1,601	1,677	1,713	1,508	1,508	1,576	1,538	1,722	1,571	1,583	1,631	1,759

* Principally composed of public administration at the master's degree level and agriculture and natural resources at the doctor's degree level. See the glossary for a full definition of "other technical/ professional" fields.

NOTE: See the supplemental note to *Indicator 27* for a description of fields of study. Includes degrees conferred to U.S. and non-U.S. citizens.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, table 263 (based on IPEDS/HEGIS "Completions" surveys).

Table 28-7 Number of master's degrees conferred, by race/ethnicity and field of study: Academic years ending 1989–94

Race/ethnicity and field of study	1989	1990	1991	1992	1993	1994
			White			
Total	**242,756**	**251,689**	**255,281**	**268,371**	**278,829**	**288,288**
Humanities	23,102	24,322	24,140	25,424	26,132	26,588
Social and behavioral sciences	15,102	15,897	18,392	17,771	18,831	20,580
Natural sciences	9,883	9,580	9,380	9,223	9,073	9,534
Life sciences	3,807	3,668	3,514	3,404	3,281	3,621
Physical sciences	3,947	3,620	3,351	3,296	3,262	3,354
Mathematics	2,129	2,292	2,515	2,523	2,530	2,559
Computer sciences and engineering	19,561	19,800	19,101	19,046	20,351	20,752
Computer and information sciences	5,316	5,536	4,958	4,678	4,700	4,605
Engineering	14,245	14,264	14,143	14,368	15,651	16,147
Technical/professional	175,108	182,090	184,268	196,907	204,442	210,834
Education	71,119	73,860	74,764	78,874	81,290	83,065
Business management	57,785	60,793	61,087	65,320	66,535	67,669
Health professions	16,277	17,143	17,746	19,220	21,328	23,175
Other technical/professional*	29,927	30,294	30,671	33,493	35,289	36,925
			Black			
Total	**14,096**	**15,446**	**16,139**	**18,116**	**19,780**	**21,937**
Humanities	744	840	856	1,104	1,225	1,270
Social and behavioral sciences	810	937	1,166	1,164	1,223	1,396
Natural sciences	265	281	348	345	358	403
Life sciences	124	115	144	156	141	149
Physical sciences	79	91	80	105	112	136
Mathematics	62	75	124	84	105	118
Computer sciences and engineering	626	713	770	884	964	1,073
Computer and information sciences	211	276	303	334	324	391
Engineering	415	437	467	550	640	682
Technical/professional	11,651	12,675	12,999	14,619	16,010	17,795
Education	5,310	5,625	5,731	6,444	6,725	7,199
Business management	3,062	3,345	3,517	3,966	4,474	5,213
Health professions	855	934	1,051	1,136	1,301	1,496
Other technical/professional*	2,424	2,771	2,700	3,073	3,510	3,887
			Hispanic			
Total	**7,282**	**7,954**	**8,386**	**9,358**	**10,665**	**11,913**
Humanities	753	843	836	987	1,012	1,172
Social and behavioral sciences	546	596	694	680	821	942
Natural sciences	219	220	267	296	316	299
Life sciences	112	94	101	141	140	126
Physical sciences	77	78	86	91	107	102
Mathematics	30	48	80	64	69	71
Computer sciences and engineering	609	588	628	699	802	876
Computer and information sciences	146	136	137	158	167	176
Engineering	463	452	491	541	635	700
Technical/professional	5,155	5,707	5,961	6,696	7,714	8,624
Education	2,194	2,542	2,692	2,838	3,181	3,601
Business management	1,581	1,643	1,680	1,944	2,241	2,568
Health professions	402	460	446	559	638	710
Other technical/professional*	978	1,062	1,143	1,355	1,654	1,745

Table 28-7 Number of master's degrees conferred, by race/ethnicity and field of study: Academic years ending 1989–94—Continued

Race/ethnicity and field of study	1989	1990	1991	1992	1993	1994
			Asian/Pacific Islander			
Total	**10,336**	**10,578**	**11,180**	**12,658**	**13,866**	**15,267**
Humanities	830	826	833	979	1,099	1,190
Social and behavioral sciences	444	488	559	590	625	761
Natural sciences	704	674	725	810	791	898
Life sciences	229	230	242	276	317	347
Physical sciences	286	247	268	318	262	301
Mathematics	189	197	215	216	212	250
Computer sciences and engineering	3,045	3,049	3,260	3,603	3,604	3,940
Computer and information sciences	947	1,060	1,085	1,171	1,163	1,317
Engineering	2,098	1,989	2,175	2,432	2,441	2,623
Technical/professional	5,313	5,541	5,803	6,676	7,747	8,478
Education	961	1,023	1,103	1,192	1,391	1,534
Business management	2,924	2,979	3,140	3,635	4,304	4,625
Health professions	551	639	627	739	864	1,007
Other technical/professional*	877	900	933	1,110	1,188	1,312
			American Indian/Alaskan Native			
Total	**1,086**	**1,099**	**1,136**	**1,273**	**1,407**	**1,697**
Humanities	88	110	81	125	135	157
Social and behavioral sciences	85	86	105	91	133	136
Natural sciences	39	30	38	36	48	41
Life sciences	16	14	13	13	27	18
Physical sciences	17	10	14	19	13	17
Mathematics	6	6	11	4	8	6
Computer sciences and engineering	79	50	60	67	76	84
Computer and information sciences	41	7	15	16	15	19
Engineering	38	43	45	51	61	65
Technical/professional	795	823	852	954	1,015	1,279
Education	381	411	405	457	459	605
Business management	181	188	201	220	269	299
Health professions	79	83	95	94	120	137
Other technical/professional*	154	141	151	183	167	238

* Principally composed of public administration at the master's degree level and agriculture and natural resources at the doctor's degree level. See the glossary for a full definition of "other technical/professional" fields.

NOTE: See the supplemental note to *Indicator 27* for a description of fields of study. Includes degrees conferred to U.S. and non-U.S. citizens.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, table 263 (based on IPEDS/HEGIS "Completions" surveys).

Table 28-8 Number of doctor's degrees conferred, by race/ethnicity and field of study: Academic years ending 1989–94

Race/ethnicity and field of study	1989	1990	1991	1992	1993	1994
			White			
Total	**24,882**	**25,880**	**25,328**	**25,813**	**26,700**	**27,156**
Humanities	3,580	2,835	3,623	3,921	4,001	4,190
Social and behavioral sciences	4,720	4,862	5,298	4,983	5,326	5,345
Natural sciences	5,514	5,776	5,766	5,715	5,699	5,858
Life sciences	2,666	2,801	2,764	2,785	2,810	2,828
Physical sciences	2,441	2,578	2,566	2,470	2,405	2,536
Mathematics	407	397	436	460	484	494
Computer sciences and engineering	2,233	2,400	2,390	2,473	2,602	2,576
Computer and information sciences	297	316	332	366	383	366
Engineering	1,936	2,084	2,058	2,107	2,219	2,210
Technical/professional	8,835	9,014	8,251	8,721	9,072	9,187
Education	5,458	5,570	4,907	5,404	5,497	5,393
Business management	745	659	714	700	815	847
Health professions	1,107	1,120	1,157	1,161	1,205	1,282
Other technical/professional*	1,525	1,665	1,473	1,456	1,555	1,665
			Black			
Total	**1,065**	**1,152**	**1,211**	**1,223**	**1,352**	**1,393**
Humanities	122	107	162	187	203	230
Social and behavioral sciences	218	218	275	225	225	249
Natural sciences	94	77	95	90	108	117
Life sciences	56	44	46	57	63	64
Physical sciences	30	28	38	31	37	46
Mathematics	8	5	11	2	8	7
Computer sciences and engineering	28	38	51	50	49	71
Computer and information sciences	1	4	4	5	6	11
Engineering	27	34	47	45	43	60
Technical/professional	603	682	628	671	767	726
Education	454	528	441	513	552	523
Business management	19	18	24	27	29	38
Health professions	41	39	59	45	66	59
Other technical/professional*	89	97	104	86	120	106
			Hispanic			
Total	**628**	**788**	**732**	**811**	**827**	**903**
Humanities	89	141	123	137	130	149
Social and behavioral sciences	148	197	192	165	210	213
Natural sciences	111	155	146	175	160	190
Life sciences	50	75	66	89	84	96
Physical sciences	54	75	67	75	68	83
Mathematics	7	5	13	11	8	11
Computer sciences and engineering	46	44	59	64	59	57
Computer and information sciences	4	2	6	6	7	5
Engineering	42	42	53	58	52	52
Technical/professional	234	251	222	270	268	294
Education	166	164	148	187	185	201
Business management	13	9	6	11	10	13
Health professions	16	33	39	26	26	26
Other technical/professional*	39	45	29	46	47	54

Table 28-8 Number of doctor's degrees conferred, by race/ethnicity and field of study: Academic years ending 1989–94—Continued

Race/ethnicity and field of study	1989	1990	1991	1992	1993	1994
			Asian/Pacific Islander			
Total	**1,324**	**1,235**	**1,459**	**1,559**	**1,582**	**2,025**
Humanities	120	129	151	130	142	179
Social and behavioral sciences	162	149	159	170	174	223
Natural sciences	387	347	424	493	537	697
Life sciences	174	158	206	214	265	291
Physical sciences	183	152	177	224	215	323
Mathematics	30	37	41	55	57	83
Computer sciences and engineering	363	341	411	460	437	528
Computer and information sciences	40	32	39	45	56	64
Engineering	323	309	372	415	381	464
Technical/professional	292	269	314	306	292	398
Education	125	87	121	100	123	152
Business management	58	56	54	63	45	66
Health professions	44	62	64	68	64	104
Other technical/professional*	65	64	75	75	60	76
			American Indian/Alaskan Native			
Total	**85**	**99**	**102**	**118**	**106**	**134**
Humanities	9	13	7	17	17	21
Social and behavioral sciences	18	20	28	25	29	23
Natural sciences	24	9	15	19	9	16
Life sciences	10	4	5	11	5	9
Physical sciences	13	5	9	6	4	6
Mathematics	1	0	1	2	0	1
Computer sciences and engineering	3	6	8	12	3	6
Computer and information sciences	0	1	1	1	1	1
Engineering	3	5	7	11	2	5
Technical/professional	31	51	44	45	48	68
Education	25	36	35	36	35	42
Business management	2	3	2	2	3	7
Health professions	2	9	3	3	4	7
Other technical/professional*	2	3	4	4	6	12

* Principally composed of public administration at the master's degree level and agriculture and natural resources at the doctor's degree level. See the glossary for a full definition of "other technical/professional" fields.

NOTE: See the supplemental note to *Indicator 27* for a description of fields of study. Includes degrees conferred to U.S. and non-U.S. citizens.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996,* table 263 (based on IPEDS/HEGIS "Completions" surveys).

Table 29-1 Employment rates for recent high school graduates not enrolled in college and for recent school dropouts, by sex: October 1960–95

October	Recent high school graduates not enrolled in college			Recent school dropouts		
	Total	Male	Female	Total	Male	Female
1960	65.0	75.3	58.8	50.9	61.8	40.8
1961	65.4	70.1	62.5	49.4	60.3	38.3
1962	68.3	77.8	61.5	40.4	61.9	23.3
1963	64.7	72.6	59.5	45.1	64.4	27.0
1964	63.4	79.2	53.5	41.6	63.0	24.0
1965	71.9	84.3	63.2	47.9	66.8	26.8
1966	64.9	79.7	55.8	51.4	69.4	33.6
1967	65.9	78.3	57.7	50.3	65.0	34.4
1968	67.3	79.1	60.2	50.0	65.5	34.0
1969	70.1	83.1	61.1	51.0	69.8	30.9
1970	63.2	76.1	52.6	44.7	56.5	31.9
1971	65.1	77.5	55.6	46.8	59.3	31.7
1972	70.1	79.9	62.2	46.8	64.7	28.3
1973	70.7	81.7	61.9	52.7	62.5	40.0
1974	69.1	76.0	63.2	49.3	63.8	32.2
1975	65.1	74.1	57.5	41.9	54.8	29.5
1976	68.8	75.9	61.7	44.8	58.0	28.2
1977	72.0	77.7	67.2	52.7	64.0	39.3
1978	74.9	81.6	67.5	51.2	63.7	34.8
1979	72.4	79.2	66.7	49.7	65.3	34.3
1980	68.9	72.6	65.0	44.6	51.9	34.8
1981	65.9	70.0	62.1	42.1	54.1	29.3
1982	60.4	64.9	56.0	38.0	44.4	30.5
1983	63.0	66.1	60.1	44.4	51.6	35.8
1984	64.0	69.1	59.7	44.0	53.1	33.7
1985	62.0	65.0	59.3	44.2	51.9	35.8
1986	65.2	69.4	61.6	48.0	57.9	36.8
1987	68.9	76.9	61.9	41.8	46.0	36.6
1988	71.9	74.2	69.5	43.6	53.7	30.6
1989	71.7	77.4	65.6	46.7	52.2	40.1
1990	67.8	73.1	61.9	46.3	51.3	40.6
1991	59.6	62.2	56.1	36.8	48.8	25.0
1992	62.7	68.8	55.8	36.2	44.8	28.7
1993	64.2	67.6	60.6	46.9	61.6	30.1
1994	64.2	70.4	57.7	42.9	58.2	27.1
1995	63.1	64.1	62.3	47.7	52.8	41.1

NOTE: Recent high school graduates are individuals aged 16–24 who graduated during the survey year. Recent school dropouts are individuals aged 16–24 who did not graduate and who were in school 12 months earlier but who were not enrolled during the survey month.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Labor Force Statistics Derived from the Current Population Survey: 1940–87.* U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 29-2 Employment rates for recent high school graduates not enrolled in college and for recent school dropouts, by family income: October 1972–95

October	Recent high school graduates not enrolled in college			Recent school dropouts		
	Low	Middle	High	Low	Middle	High
1972	67.0	68.1	77.5	34.5	49.0	(1)
1973	54.2	72.5	77.6	47.0	53.5	(1)
1974	(2)	(2)	(2)	(2)	(2)	(2)
1975	52.0	65.6	71.9	33.2	45.3	45.6
1976	50.2	69.7	74.5	33.5	47.7	56.1
1977	56.2	72.1	81.5	44.5	53.4	68.0
1978	59.6	74.3	80.9	42.9	52.8	59.1
1979	67.8	69.9	80.4	26.4	54.4	70.8
1980	56.6	70.1	74.1	30.0	47.9	64.8
1981	53.5	64.4	77.1	27.3	43.9	63.9
1982	44.3	61.3	70.1	27.8	40.8	(1)
1983	48.8	65.6	65.2	28.1	46.1	(1)
1984	51.7	65.4	71.9	29.3	48.0	(1)
1985	47.4	61.7	74.3	29.1	51.0	(1)
1986	57.1	63.9	77.2	39.8	50.6	(1)
1987	56.6	67.5	83.6	24.7	48.7	(1)
1988	55.8	73.2	82.2	36.5	45.6	(1)
1989	60.1	72.3	78.4	36.1	51.8	(1)
1990	49.0	71.2	71.7	30.9	53.3	(1)
1991	48.5	59.0	73.4	26.8	42.1	(1)
1992	44.0	67.7	67.5	20.2	42.4	(1)
1993	60.9	63.8	69.4	37.6	53.2	(1)
1994[3]	53.6	67.0	66.7	28.9	47.9	(1)
1995	56.4	65.3	66.4	36.5	53.5	(1)

[1] Too few sample observations for a reliable estimate.

[2] Data regarding family income are not available for 1974.

[3] Revised from previously published figures.

NOTE: Recent high school graduates are individuals aged 16–24 who graduated during the survey year. Recent school dropouts are individuals aged 16–24 who did not graduate and who were in school 12 months earlier but who were not enrolled during the survey month. Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 29-3 Employment rates for recent high school graduates not enrolled in college and for recent school dropouts, by parents' highest education level:[1] October 1995

Parents' highest education level	Percentage distribution	Recent high school graduates not enrolled in college	Recent school dropouts
Total	**100.0**	**63.1**	**47.7**
Less than high school graduate	19.8	50.1	39.1
High school graduate	33.8	64.6	49.2
Some college and higher	28.8	67.5	44.0
Not available[2]	17.6	64.3	63.3

[1] Parents' highest education level is defined as either 1) the highest educational attainment of the two parents who reside with the student, or if only one parent is in the residence, the highest educational attainment of that parent; or 2) when neither parent resides with the student (7 percent of high school graduates in 1995), the highest educational attainment of the head of the household and his or her spouse.

[2] Parents' highest education level is not available 1) for those who do not live with their parents and who are classified as the head of the household (not including those who live in college dormitories); and 2) for those whose parents' educational attainment was not reported. In 1995, 18 percent of recent high school graduates were in this category.

NOTE: Recent high school graduates are individuals aged 16–24 who graduated during the survey year. Recent school dropouts are individuals aged 16–24 who did not graduate and who were in school 12 months earlier but who were not enrolled during the survey month.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 29-4 Employment rates for recent high school graduates not enrolled in college and for recent school dropouts, by race/ethnicity: October 1972–95

	Recent high school graduates not enrolled in college				Recent school dropouts			
October	Total*	White	Black	Hispanic	Total*	White	Black	Hispanic
1972	70.1	73.5	48.3	—	46.8	47.0	42.8	—
1973	70.7	74.9	49.7	—	52.7	55.1	44.1	—
1974	69.1	72.9	46.0	—	49.3	53.9	36.2	—
1975	65.1	68.9	37.2	—	41.9	46.3	21.9	46.0
1976	68.8	73.1	38.6	—	44.8	49.6	20.9	—
1977	72.0	76.0	43.3	65.7	52.7	56.6	34.8	—
1978	74.9	79.0	45.8	68.9	51.2	54.2	22.3	—
1979	72.4	76.5	44.2	68.8	49.7	54.3	27.3	—
1980	68.9	74.6	34.7	—	44.6	51.2	20.9	47.8
1981	65.9	73.0	31.2	—	42.1	51.3	11.7	50.7
1982	60.4	68.4	29.3	43.5	38.0	44.6	16.2	—
1983	63.0	69.7	34.7	—	44.4	49.3	26.3	—
1984	64.0	70.7	44.8	49.4	44.0	51.4	24.2	35.7
1985	62.0	70.9	34.5	—	44.2	50.1	29.4	37.7
1986	65.2	71.5	41.1	64.6	48.0	50.4	31.5	46.5
1987	68.9	75.2	46.9	54.0	41.8	48.1	25.9	—
1988	71.9	78.2	55.8	57.3	43.6	47.6	17.6	56.1
1989	71.7	77.6	53.7	49.4	46.7	57.6	26.4	—
1990	67.8	75.0	45.2	—	46.3	56.3	30.9	—
1991	59.6	67.0	32.3	—	36.8	38.6	24.7	—
1992	62.7	71.9	37.0	54.2	36.2	43.1	—	28.3
1993	64.2	71.8	42.3	42.9	46.9	52.6	27.1	—
1994	64.2	73.1	38.0	46.0	42.9	51.7	34.1	28.6
1995	63.1	71.4	51.5	42.1	47.7	51.6	33.5	48.5

— Too few sample observations for a reliable estimate.

* Included in the total but not shown separately are high school graduates from other racial/ethnic groups.

NOTE: Recent high school graduates are individuals aged 16–24 who graduated during the survey year. Recent school dropouts are individuals aged 16–24 who did not graduate and who were in school 12 months earlier but who were not enrolled during the survey month.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 30-1 **Average number of months non-college-bound high school graduates were employed, unemployed, or not in the labor force, and average earnings, hours worked per week, number of jobs, and the percentage who worked continuously in the first year after high school, by selected student characteristics: 1983 and 1993**

Student characteristics	Average months employed	Average months unemployed	Average months not in labor force	Average earnings[1]	Average hours worked per week[2]	Average number of jobs	Percentage continuously employed[3]
				1982 Graduates			
Total	**8.0**	**1.0**	**3.1**	**$11,272**	**39.2**	**1.2**	**47.6**
Academic achievement test quartile							
Lowest	6.7	1.3	4.0	9,638	37.6	1.0	38.4
Lower middle	8.4	0.8	2.8	12,372	39.7	1.2	51.9
Upper middle	8.8	0.9	2.3	10,925	39.3	1.3	51.7
Highest	9.0	0.5	2.5	12,632	42.0	1.3	55.4
High school mathematics credits							
1 credit or less	7.8	1.0	3.2	11,422	38.6	1.2	47.0
More than 1 to 2 credits	7.9	1.1	2.9	10,866	38.8	1.1	47.7
More than 2 to 3 credits	8.2	0.7	3.1	11,582	39.8	1.2	48.1
More than 3 to 4 credits	8.1	0.5	3.4	12,324	40.8	1.1	50.5
More than 4 credits	7.0	0.9	4.2	10,359	38.2	1.3	31.3
High school academic credits							
12 credits or less	8.0	0.9	3.1	11,982	39.4	1.2	48.7
More than 12 to less than 17 credits	7.8	1.1	3.1	10,472	38.8	1.2	45.0
17 to less than 20 credits	8.2	0.8	3.0	10,774	39.9	1.2	53.8
20 or more credits	7.5	0.2	4.3	10,438	36.4	1.0	55.5
High school vocational credits							
Less than 2 credits	7.8	0.8	3.3	11,202	38.0	1.1	47.6
2 to less than 4 credits	8.0	1.0	3.0	10,562	37.4	1.2	45.6
4 to less than 6 credits	7.7	1.0	3.2	11,669	40.0	1.1	45.8
6 to less than 8 credits	7.8	0.9	3.3	10,698	38.5	1.1	45.2
8 or more credits	8.5	0.9	2.6	11,997	40.4	1.2	53.6
Type of high school program							
Academic	7.6	1.0	3.5	10,577	38.4	1.1	44.1
Vocational	8.4	0.8	2.8	11,856	39.6	1.2	52.3
Both	8.4	1.1	2.6	10,931	40.8	1.3	49.4
Other	7.6	1.1	3.3	12,148	38.0	1.1	45.1
Control of high school							
Public	7.9	1.0	3.1	11,230	39.2	1.2	47.2
Catholic	9.2	0.6	2.2	11,792	37.7	1.3	58.3
Private	7.6	0.4	4.0	—	—	1.0	48.1

Table 30-1 **Average number of months non-college-bound high school graduates were employed, unemployed, or not in the labor force, and average earnings, hours worked per week, number of jobs, and the percentage who worked continuously in the first year after high school, by selected student characteristics: 1983 and 1993—Continued**

Student characteristics	Average months employed	Average months unemployed	Average months not in labor force	Average earnings[1]	Average hours worked per week[2]	Average number of jobs	Percentage continuously employed[3]
SES quartile							
Lowest	7.1	1.2	3.7	10,441	38.3	1.0	40.4
Lower middle	8.7	0.8	2.5	11,151	39.6	1.3	54.0
Upper middle	8.3	0.8	2.8	12,512	39.7	1.2	51.0
Highest	8.4	0.6	3.0	12,187	39.7	1.2	50.0
Sex							
Male	8.5	0.8	2.7	12,394	42.5	1.2	53.2
Female	7.4	1.1	3.5	9,837	35.0	1.2	41.2
Race/ethnicity							
White	8.4	0.7	2.9	11,453	39.7	1.2	50.8
Black	5.9	2.2	3.9	9,884	37.1	0.8	34.5
Hispanic	7.4	0.9	3.7	12,045	37.2	1.0	40.8
Asian/Pacific Islander	6.9	0.8	4.3	6,745	34.7	1.3	37.0
American Indian/Alaskan Native	7.2	1.8	3.0	10,404	39.8	1.2	49.0
1992 Graduates							
Total	**9.6**	**0.9**	**1.5**	**$10,168**	**40.4**	**1.6**	**66.8**
Academic achievement test quartile							
Lowest	9.7	1.2	1.1	10,164	39.9	1.5	69.2
Lower middle	9.5	1.0	1.5	9,814	40.2	1.5	64.7
Upper middle	10.5	0.4	1.1	10,635	39.7	1.6	74.4
Highest	9.8	0.6	1.6	9,449	41.2	1.6	66.3
High school mathematics credits							
1 credit or less	8.7	1.4	2.0	11,841	43.9	1.6	56.2
More than 1 to 2 credits	9.2	1.0	1.8	10,635	41.8	1.7	63.4
More than 2 to 3 credits	9.8	0.9	1.3	10,449	40.8	1.5	67.8
More than 3 to 4 credits	9.7	0.8	1.5	9,343	39.0	1.6	69.1
More than 4 credits	9.7	1.0	1.3	8,746	37.0	1.5	70.2
High school academic credits							
12 credits or less	9.0	1.3	1.6	11,645	42.9	1.5	59.5
More than 12 to less than 17 credits	9.8	0.8	1.3	10,122	40.5	1.6	69.6
17 to less than 20 credits	9.6	0.7	1.6	9,688	39.2	1.5	67.3
20 or more credits	9.3	1.0	1.7	7,793	37.1	1.7	64.8

Table 30-1 **Average number of months non-college-bound high school graduates were employed, unemployed, or not in the labor force, and average earnings, hours worked per week, number of jobs, and the percentage who worked continuously in the first year after high school, by selected student characteristics: 1983 and 1993—Continued**

Student characteristics	Average months employed	Average months unemployed	Average months not in labor force	Average earnings[1]	Average hours worked per week[2]	Average number of jobs	Percentage continuously employed[3]
High school vocational credits							
Less than 2 credits	9.0	0.7	2.3	9,291	39.8	1.4	65.3
2 to less than 4 credits	9.8	0.9	1.3	9,474	39.3	1.5	68.0
4 to less than 6 credits	9.3	1.1	1.5	10,808	40.7	1.7	63.4
6 to less than 8 credits	10.0	0.8	1.2	10,681	41.8	1.5	69.0
8 or more credits	9.7	0.8	1.4	10,013	40.4	1.5	69.7
Type of high school program							
Academic	9.6	1.0	1.4	9,937	39.4	1.6	66.4
Vocational	10.0	1.1	0.9	10,495	42.1	1.5	68.5
Both	10.0	0.6	1.4	10,451	41.5	1.4	71.8
Other	5.9	2.6	3.5	10,519	44.3	1.6	35.3
Control of high school							
Public	9.6	0.9	1.5	10,207	40.5	1.6	66.5
Catholic	11.0	0.3	0.7	9,080	37.2	1.6	85.2
Private	9.2	1.4	1.4	—	—	1.2	64.3
SES quartile							
Lowest	9.7	1.0	1.3	9,442	39.0	1.5	67.4
Lower middle	9.8	0.8	1.4	9,793	40.1	1.6	64.8
Upper middle	10.4	0.6	1.0	11,361	41.1	1.5	78.6
Highest	9.3	0.8	1.9	10,207	41.3	1.6	64.8
Sex							
Male	10.2	0.8	1.0	11,899	43.6	1.5	75.1
Female	8.8	1.1	2.1	7,583	36.2	1.6	56.0
Race/ethnicity							
White	10.1	0.6	1.3	10,633	40.9	1.6	72.4
Black	8.1	2.2	1.7	7,959	36.7	1.5	48.8
Hispanic	8.8	1.2	2.1	9,650	41.1	1.4	56.9
Asian/Pacific Islander	9.6	0.9	1.5	9,406	40.2	1.3	70.2
American Indian/Alaskan Native	8.1	1.9	2.0	—	—	—	47.2

— Too few sample observations for a reliable estimate.

[1] In constant 1996 dollars for those with positive earnings.

[2] Among those with positive hours worked.

[3] Defined as working 12 consecutive months after high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) study, Sophomore Cohort, Fourth Follow-up Survey, and National Education Longitudinal Study of 1988, First, Second, and Third Follow-up Surveys.

Note to Indicator 30: Labor market outcomes for non-college-bound high school graduates

The data for this analysis were drawn from the 1980 High School and Beyond (HS&B) Sophomore Cohort and the National Education Longitudinal Study of 1988 (NELS:88) sophomore cohort. The cases represented in the tables and figures are for early or on-time high school graduates who had earned at least 16 credits as shown on their high school transcripts and who had not entered postsecondary education within 2 years after graduation. Information about what courses students took, the number of credits they earned, and their overall grade point average is derived from high school transcript files for each cohort.

The labor market outcomes are for the first complete year after high school—1983 for the HS&B sophomores, and 1993 for the NELS graduates. To ensure comparability, the NELS sample was selected using a filter variable designed for this purpose (G10CHRT). The 1980 sophomore data and 1988 NELS samples were chosen for the analysis because they provided the most current and complete information available about non-college-bound high school graduates among NCES data sets.

NOTE: The estimates for the percentage of each cohort who worked were based on the ratio of the total who reported positive hours worked per week to the total sample size.

Table 31-1 **Percentage of 1992–93 college graduates who were working in administrative or clerical support occupations, and the percentage who were unemployed, by sex and field of study: April 1994**

Field of study	Percentage in administrative or clerical support occupations		Percentage unemployed	
	Male	Female	Male	Female
Total	**13.0**	**21.8**	**4.8**	**4.3**
Business and management	17.1	31.4	3.8	3.4
Education	12.9	13.5	2.9	3.5
Engineering	4.7	7.3	6.0	7.6
Health professions	7.0	7.6	4.3	4.6
Public affairs/social services	6.8	21.4	4.2	4.8
Biological sciences	12.1	21.5	6.5	8.3
Mathematics and science	12.5	22.1	5.6	3.8
Social sciences	19.5	33.5	4.6	4.9
History	15.3	22.3	6.5	3.6
Humanities	13.4	26.8	7.3	3.3
Psychology	22.6	22.0	5.2	5.0
Other	9.0	21.4	3.5	5.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study, First Follow-up (B&B:93/94).

Table 32-1 Percentage of 25- to 34-year-olds who were employed, by sex and years of school completed: March 1971–96

	Male				Female			
March	Grades 9–11	High school diploma	Some college	Bachelor's degree or higher	Grades 9–11	High school diploma	Some college	Bachelor's degree or higher
1971	87.9	93.6	89.9	92.5	35.4	43.1	44.9	56.9
1972	88.5	93.7	90.4	93.6	36.2	44.9	47.3	59.7
1973	88.8	93.8	88.5	93.5	38.4	46.5	51.0	62.7
1974	90.2	92.9	89.9	93.9	39.8	47.6	54.2	66.6
1975	78.0	88.4	87.7	93.5	35.4	48.1	53.6	66.3
1976	79.6	89.6	89.0	92.9	39.5	49.8	56.5	68.8
1977	81.5	89.5	89.1	93.3	41.0	53.0	58.0	69.5
1978	82.4	90.8	91.2	93.5	42.4	55.9	63.3	72.1
1979	80.5	91.3	90.9	94.1	43.2	58.0	64.2	74.0
1980	77.7	88.4	88.5	93.4	45.6	59.4	66.3	75.5
1981	76.7	86.9	88.5	93.7	42.7	61.3	67.6	76.4
1982	73.2	83.3	85.2	91.9	39.7	59.6	68.2	77.7
1983	69.3	78.6	83.8	91.1	37.1	58.8	68.3	79.2
1984	72.1	84.8	87.9	91.9	41.3	61.0	69.5	80.5
1985	76.1	86.1	89.7	92.2	40.3	63.9	71.0	80.6
1986	73.3	86.2	89.0	93.7	44.1	63.8	70.6	80.3
1987	75.0	86.8	89.0	92.1	44.0	65.6	72.2	81.4
1988	75.5	87.2	89.8	93.7	46.9	66.8	74.8	81.2
1989	77.6	87.8	91.1	93.7	43.0	66.9	74.0	82.1
1990	76.0	88.6	89.7	93.0	44.4	67.5	74.5	83.2
1991	69.9	84.9	88.6	91.8	42.3	67.0	73.5	82.6
1992	69.9	84.7	86.7	90.9	41.7	65.4	74.0	82.5
1993	71.0	83.6	87.2	92.3	42.2	66.0	73.0	81.6
1994	70.0	85.2	88.0	92.8	40.1	66.2	74.3	81.6
1995	71.8	86.6	89.6	92.9	45.8	67.2	73.0	83.4
1996	74.9	86.3	87.6	92.1	45.5	66.3	76.4	83.7

NOTE: In 1992, the Current Population Survey (CPS) changed the questions used to obtain the educational attainment of respondents. See the supplemental note to *Indicator 22* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

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Table 32-2 Percentage of 25- to 34-year-olds in the labor force who were unemployed, by sex and years of school completed: March 1971–96

	Male				Female			
March	Grades 9–11	High school diploma	Some college	Bachelor's degree or higher	Grades 9–11	High school diploma	Some college	Bachelor's degree or higher
1971	8.3	4.4	4.6	2.8	12.8	6.6	5.9	4.0
1972	7.3	4.1	3.9	2.0	11.4	5.1	5.1	2.8
1973	6.9	3.5	3.7	2.4	8.2	5.6	3.7	2.6
1974	6.3	4.0	3.9	2.4	10.5	5.3	4.2	3.1
1975	16.8	9.0	6.6	2.6	16.8	10.0	6.9	3.5
1976	13.2	7.5	6.1	2.8	13.9	8.8	7.2	3.6
1977	13.9	7.1	5.4	3.0	15.8	8.3	6.8	4.1
1978	10.5	6.0	3.8	2.4	13.8	7.2	4.7	2.9
1979	12.1	5.4	4.5	2.0	13.5	6.2	4.7	3.5
1980	14.2	8.2	6.0	2.4	13.6	7.6	5.9	2.6
1981	16.3	9.5	6.1	2.4	16.5	8.5	5.6	2.9
1982	19.6	13.1	9.2	4.0	17.8	10.6	6.7	3.7
1983	24.8	17.2	11.1	4.3	24.3	11.3	7.8	4.1
1984	19.5	10.6	6.7	3.0	19.2	10.1	6.4	3.1
1985	15.3	9.5	4.9	2.8	18.8	8.6	5.9	2.7
1986	17.6	9.3	5.0	2.1	19.4	8.6	6.1	2.5
1987	16.0	8.2	5.3	3.0	18.0	7.9	5.0	2.5
1988	14.6	7.6	4.2	2.3	15.1	6.1	4.4	2.4
1989	13.1	6.7	3.9	2.3	15.0	5.9	4.4	2.4
1990	14.5	6.3	4.8	2.3	16.6	6.4	4.4	2.1
1991	19.1	9.7	5.6	3.6	17.0	7.1	5.0	2.7
1992	20.3	10.4	7.8	3.7	18.5	9.1	6.0	2.3
1993	19.1	10.5	6.9	3.1	18.3	8.0	5.5	3.4
1994	16.6	8.3	6.4	2.3	17.0	8.0	5.7	3.6
1995	14.3	6.6	4.6	2.8	13.8	6.9	5.4	2.6
1996	14.5	7.6	5.8	2.7	15.4	7.0	4.0	1.7

NOTE: In 1992, the Current Population Survey (CPS) changed the questions used to obtain the educational attainment of respondents. See the supplemental note to *Indicator 22* for further discussion. An unemployed individual is someone who has no job, but who is available for work and has made specific efforts to find employment some time during the prior 4 weeks. Also included are those persons waiting to be recalled to a job from which they had been laid off, and those who are waiting to report to a new job within the next 30 days. The labor force is made up of all persons classified as employed or unemployed. The unemployment rate represents the number of unemployed individuals as a percentage of those in the labor force.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 33-1 Median annual earnings (in 1996 constant dollars) of wage and salary workers aged 25–34 whose highest education level was a bachelor's degree or higher, by sex and race/ethnicity: 1970–95

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				All wage and salary workers				
1970	$42,174	$41,965	(*)	(*)	$28,368	$24,640	$30,643	(*)
1971	42,155	41,746	$37,496	(*)	28,720	26,232	29,291	(*)
1972	42,773	42,442	39,432	(*)	28,484	25,797	29,427	(*)
1973	42,552	41,923	36,905	(*)	28,170	25,626	27,896	(*)
1974	38,716	39,395	32,152	(*)	25,023	24,867	26,606	(*)
1975	36,527	36,901	32,630	(*)	24,828	24,391	27,526	(*)
1976	37,612	37,928	35,138	(*)	23,844	23,468	27,499	(*)
1977	37,516	37,888	33,691	(*)	23,469	23,045	27,318	(*)
1978	37,741	37,858	35,946	$36,078	23,198	22,986	24,065	(*)
1979	36,476	36,687	31,964	31,595	23,480	23,467	23,934	(*)
1980	34,845	35,426	29,128	30,411	22,817	22,675	24,611	(*)
1981	35,253	35,701	29,853	28,227	22,575	22,414	23,417	$23,529
1982	33,943	34,303	29,377	32,626	23,281	23,106	24,271	22,163
1983	34,450	34,947	27,360	30,767	24,089	23,987	24,840	23,668
1984	35,411	36,519	28,545	30,345	24,330	24,235	25,168	23,944
1985	37,609	38,019	34,722	37,363	25,561	25,559	24,805	25,483
1986	37,911	38,580	29,587	38,183	26,821	26,697	26,504	25,734
1987	38,034	39,661	26,272	34,917	27,484	27,277	28,031	28,248
1988	37,102	39,198	28,072	29,027	27,454	27,670	27,285	25,537
1989	37,043	38,607	27,409	26,809	28,145	28,131	27,037	29,357
1990	35,325	36,200	30,934	32,233	27,792	28,043	27,756	24,976
1991	35,552	36,262	27,112	29,630	26,893	27,461	24,674	22,849
1992	35,599	36,792	29,893	29,679	27,958	28,079	26,643	26,809
1993	34,581	35,492	28,689	28,955	27,535	27,978	24,503	24,508
1994	33,956	35,563	25,497	29,440	27,125	27,527	24,581	24,622
1995	33,367	35,839	29,536	29,235	26,611	26,800	23,053	26,176

Table 33-1 **Median annual earnings (in 1996 constant dollars) of wage and salary workers aged 25–34 whose highest education level was a bachelor's degree or higher, by sex and race/ethnicity: 1970–95—Continued**

	Male				Female			
Year	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				Year-round, full-time wage and salary workers				
1970	$45,156	$45,375	(*)	(*)	$32,276	$32,042	(*)	(*)
1971	44,679	45,106	(*)	(*)	31,488	31,640	$31,019	(*)
1972	45,410	45,708	$41,171	(*)	32,126	32,187	30,970	(*)
1973	45,590	46,178	39,732	(*)	31,968	31,879	32,879	(*)
1974	42,975	43,466	37,056	(*)	29,930	30,174	27,811	(*)
1975	41,005	41,311	34,530	(*)	29,885	30,072	28,354	(*)
1976	41,495	41,576	38,205	(*)	30,082	30,010	30,479	(*)
1977	41,117	36,682	30,661	(*)	29,170	26,702	25,177	(*)
1978	41,137	41,252	38,961	(*)	28,472	28,507	26,603	(*)
1979	39,995	39,984	38,478	(*)	28,198	28,377	26,131	(*)
1980	38,466	38,799	31,593	$34,032	28,350	28,492	27,503	(*)
1981	38,628	38,859	34,306	36,072	28,362	28,543	26,343	(*)
1982	37,148	37,672	33,016	35,653	28,041	28,298	26,076	(*)
1983	38,828	39,281	33,397	33,729	28,034	28,346	26,018	$26,451
1984	39,257	39,607	31,954	35,443	29,400	29,547	28,208	29,641
1985	40,077	40,860	37,518	40,262	30,663	31,119	26,654	30,056
1986	41,786	42,636	33,690	41,810	31,421	31,705	28,782	29,059
1987	42,050	42,796	32,420	38,651	30,803	31,311	28,852	30,690
1988	41,164	41,811	29,377	34,003	31,867	32,554	29,007	30,702
1989	40,467	41,849	29,594	33,235	32,686	32,806	30,222	32,450
1990	38,212	38,716	32,590	37,424	32,203	32,458	30,900	29,203
1991	40,520	41,221	31,579	36,518	31,307	31,658	27,088	27,997
1992	39,907	40,733	33,796	32,122	31,552	31,677	30,209	29,744
1993	39,188	39,942	29,833	32,918	32,541	32,962	28,071	28,026
1994	38,139	38,775	27,006	33,681	31,310	31,927	27,154	27,519
1995	38,033	39,313	31,428	34,087	30,750	31,120	26,669	29,235

* Too few sample observations for a reliable estimate.

NOTE: In 1992, the Current Population Survey (CPS) changed the questions used to obtain the educational attainment of respondents. See the supplemental note to *Indicator 22* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 33-2 **Median annual earnings (in 1996 constant dollars) of wage and salary workers aged 25–34 whose highest education level was grades 9–11, by sex and race/ethnicity: 1970–95**

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
All wage and salary workers								
1970	$28,434	$29,909	$19,563	$27,485	$11,673	$8,166	$7,600	(*)
1971	29,088	30,003	20,032	24,148	12,562	9,187	8,804	(*)
1972	28,832	30,856	20,640	25,617	12,323	8,267	11,537	(*)
1973	30,608	32,431	22,433	23,386	12,110	9,833	10,607	(*)
1974	27,303	29,222	21,635	23,718	8,959	8,350	9,814	$10,202
1975	24,493	26,416	17,662	21,361	9,258	8,934	9,692	(*)
1976	24,775	26,066	19,144	25,723	9,184	8,308	10,071	12,296
1977	24,574	26,670	18,757	23,261	9,591	8,934	10,593	11,538
1978	24,536	26,589	18,177	23,231	8,054	8,116	8,234	7,459
1979	23,885	26,082	18,606	21,163	10,648	10,697	10,389	10,121
1980	21,480	23,272	16,259	21,859	9,680	9,243	10,864	10,356
1981	19,989	21,171	14,636	20,759	8,967	8,726	8,309	11,558
1982	18,016	18,985	14,972	16,543	9,500	9,031	10,181	11,547
1983	17,856	19,425	11,999	16,719	9,606	9,268	10,197	9,433
1984	16,502	17,440	11,404	18,175	8,511	8,622	7,865	9,208
1985	17,672	19,368	13,706	17,360	9,489	9,279	9,093	10,779
1986	17,498	18,619	15,269	17,696	9,741	9,474	10,571	8,706
1987	18,501	20,480	15,081	16,353	10,391	11,224	8,075	10,266
1988	17,740	20,037	11,428	15,625	8,478	7,955	8,722	9,646
1989	17,821	19,971	11,829	15,519	9,145	9,587	6,579	10,477
1990	16,973	18,729	13,431	14,967	8,327	8,324	5,850	9,492
1991	15,007	17,307	12,055	14,097	9,029	9,028	7,040	9,415
1992	15,122	17,384	10,551	13,886	10,682	11,192	8,448	10,848
1993	14,761	17,133	11,328	13,150	8,114	7,866	6,535	9,406
1994	15,094	17,269	10,970	13,568	8,415	9,113	7,757	7,029
1995	16,229	17,952	12,013	14,049	8,581	9,306	7,203	7,964

Table 33-2 Median annual earnings (in 1996 constant dollars) of wage and salary workers aged 25–34 whose highest education level was grades 9–11, by sex and race/ethnicity: 1970–95—Continued

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
	Year-round, full-time wage and salary workers							
1970	$30,663	$32,346	$22,814	$29,254	$17,614	$18,296	$15,740	(*)
1971	30,607	32,479	24,087	25,609	17,349	17,929	16,089	(*)
1972	31,574	33,626	23,852	28,853	18,021	18,929	16,685	(*)
1973	32,295	34,898	24,384	(*)	19,050	19,800	16,030	(*)
1974	31,145	32,421	26,070	(*)	16,910	17,405	15,023	(*)
1975	29,688	31,101	22,731	(*)	16,971	16,804	16,426	(*)
1976	29,087	30,726	23,554	28,450	17,227	18,594	15,725	(*)
1977	29,045	27,616	20,184	(*)	17,716	14,921	14,585	(*)
1978	28,414	30,058	22,522	26,271	18,283	18,802	16,775	(*)
1979	28,033	30,716	22,008	24,823	17,589	17,991	17,340	(*)
1980	25,510	28,602	17,804	25,427	16,526	16,918	16,420	(*)
1981	24,967	26,719	18,555	24,520	15,405	15,442	(*)	(*)
1982	24,215	25,774	19,313	20,297	16,347	16,234	17,752	(*)
1983	22,847	24,541	16,708	21,518	15,789	15,749	(*)	(*)
1984	22,958	24,888	16,164	24,211	16,346	17,249	12,984	(*)
1985	22,828	24,517	16,569	21,390	16,272	16,834	(*)	(*)
1986	22,853	24,457	17,235	22,291	16,484	17,292	15,229	(*)
1987	23,685	25,448	19,536	20,005	16,285	16,472	(*)	(*)
1988	22,695	24,580	18,464	20,225	14,634	14,906	13,846	(*)
1989	22,215	24,191	17,274	20,526	15,295	15,544	(*)	$13,866
1990	20,966	23,298	16,466	19,524	15,124	16,518	(*)	13,282
1991	20,380	22,999	15,739	18,616	13,925	14,460	12,083	(*)
1992	19,464	22,792	17,399	16,318	15,102	16,487	14,496	(*)
1993	19,420	22,170	15,775	17,051	14,535	14,515	(*)	14,845
1994	19,259	21,785	17,866	15,982	14,251	15,852	(*)	12,497
1995	19,996	21,682	17,977	17,481	14,154	15,401	11,828	12,604

* Too few sample observations for a reliable estimate.

NOTE: In 1992, the Current Population Survey (CPS) changed the questions used to obtain the educational attainment of respondents. See the supplemental note to *Indicator 22* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 33-3 Median annual earnings (in 1996 constant dollars) of wage and salary workers aged 25–34 whose highest education level was a high school diploma, by sex and race/ethnicity: 1970–95

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				All wage and salary workers				
1970	$33,948	$34,551	$25,196	$30,115	$16,846	$13,583	$14,699	$14,586
1971	34,343	34,765	25,816	28,716	17,233	14,287	13,773	13,762
1972	35,837	36,455	27,568	32,252	17,527	14,807	14,526	15,125
1973	36,474	36,808	29,492	30,010	17,142	14,238	15,154	15,786
1974	33,824	34,573	28,866	31,911	14,410	14,028	15,783	17,001
1975	31,269	32,127	26,302	28,327	14,405	13,931	16,275	15,326
1976	31,653	32,627	23,948	28,770	15,074	14,596	17,310	14,649
1977	31,861	33,463	24,236	27,159	15,326	15,053	16,749	15,178
1978	32,069	33,620	24,691	28,739	14,965	14,542	17,290	14,997
1979	31,464	33,077	23,812	25,780	15,111	14,989	15,909	15,190
1980	29,248	30,416	21,523	23,649	15,006	15,068	15,036	14,544
1981	27,241	28,338	21,282	22,877	14,629	14,478	14,907	15,329
1982	25,316	26,427	19,487	22,379	14,287	14,142	14,713	14,430
1983	25,462	26,786	18,536	23,182	14,448	14,263	15,660	13,755
1984	26,079	28,114	17,438	23,711	15,092	15,084	14,906	15,219
1985	25,090	26,975	19,808	20,562	15,142	15,391	13,916	14,856
1986	25,203	27,032	17,488	21,362	15,065	15,264	13,496	15,431
1987	25,587	27,655	17,592	22,239	15,428	15,649	14,566	15,192
1988	26,204	27,568	20,504	22,319	15,161	15,539	14,149	14,979
1989	25,549	26,827	19,456	20,722	14,596	14,923	13,170	14,474
1990	23,926	25,561	18,581	19,344	14,462	14,821	13,273	13,138
1991	23,292	24,853	17,668	18,600	14,158	14,571	12,499	14,215
1992	22,222	23,782	16,320	19,183	13,976	14,489	12,486	13,539
1993	22,065	23,395	17,228	18,082	13,824	14,776	10,999	13,456
1994	22,361	23,510	16,977	18,666	14,544	15,112	13,636	13,367
1995	21,965	23,774	16,667	17,985	13,916	14,556	12,505	12,613

Table 33-3 **Median annual earnings (in 1996 constant dollars) of wage and salary workers aged 25–34 whose highest education level was a high school diploma, by sex and race/ethnicity: 1970–95—Continued**

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
	Year-round, full-time wage and salary workers							
1970	$35,486	$36,350	$28,333	$31,657	$22,278	$22,697	$19,710	(*)
1971	35,864	36,596	28,811	32,383	21,998	22,054	21,523	(*)
1972	37,165	38,131	29,255	33,181	22,618	22,859	21,374	$22,988
1973	37,658	38,361	32,110	33,388	22,056	22,142	21,859	22,617
1974	35,822	36,325	32,580	34,622	21,741	21,725	21,724	22,184
1975	34,407	34,944	31,264	31,080	21,820	21,738	22,323	21,107
1976	34,293	35,057	29,267	31,629	22,071	22,262	21,570	21,281
1977	35,235	31,028	27,760	27,597	22,419	19,302	19,821	18,742
1978	36,213	36,772	30,837	33,869	22,141	22,420	21,472	21,276
1979	34,680	35,721	28,094	29,743	21,445	21,766	20,023	19,999
1980	32,199	32,993	26,151	27,531	21,154	21,404	20,121	20,375
1981	30,845	31,856	26,671	26,500	20,284	20,494	19,930	19,050
1982	29,782	31,019	24,666	26,528	19,906	20,072	19,032	19,772
1983	30,002	31,460	22,305	26,453	20,105	20,441	19,167	19,374
1984	30,863	32,076	21,458	28,123	20,519	21,121	18,372	19,853
1985	29,262	30,845	23,267	23,962	20,796	21,373	17,852	20,246
1986	29,315	30,569	23,110	26,211	20,733	21,095	17,711	22,296
1987	29,379	30,616	21,987	26,837	20,983	21,395	18,768	20,516
1988	28,937	30,078	22,454	26,149	20,502	21,122	17,798	19,820
1989	27,758	29,051	23,052	24,045	20,370	20,599	18,850	19,809
1990	26,558	28,638	20,606	22,347	19,671	20,126	17,189	17,577
1991	25,916	27,705	19,918	22,731	20,107	20,576	18,221	19,429
1992	25,437	26,959	19,243	22,331	19,814	20,351	18,559	19,743
1993	24,401	26,097	20,164	21,360	19,476	20,576	15,919	18,038
1994	25,117	26,227	21,300	21,884	18,929	19,507	16,953	18,219
1995	24,558	26,314	20,072	20,654	17,985	18,672	16,760	17,186

* Too few sample observations for a reliable estimate.

NOTE: In 1992, the Current Population Survey (CPS) changed the questions used to obtain the educational attainment of respondents. See the supplemental note to *Indicator 22* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 33-4 Median annual earnings (in 1996 constant dollars) of wage and salary workers aged 25–34 whose highest education level was some college, by sex and race/ethnicity: 1970–95

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				All wage and salary workers				
1970	$37,504	$37,075	$33,272	(*)	$19,996	$15,343	$19,312	(*)
1971	36,436	36,111	30,416	(*)	19,866	15,622	19,868	(*)
1972	37,277	36,721	31,936	$32,407	20,358	17,004	18,209	(*)
1973	36,758	36,595	30,466	31,494	20,946	17,778	20,981	(*)
1974	34,410	35,177	29,075	31,193	17,207	16,645	20,075	(*)
1975	33,422	34,265	28,338	28,758	17,853	17,276	20,909	(*)
1976	32,729	33,724	25,927	28,132	17,144	16,845	20,125	$16,382
1977	32,600	33,786	27,692	26,182	18,782	18,617	20,098	17,174
1978	33,532	34,069	32,846	28,769	17,438	17,013	20,859	16,195
1979	33,216	34,119	28,005	29,953	18,030	18,081	19,673	17,301
1980	30,486	31,358	25,134	28,735	18,637	18,761	18,710	16,143
1981	29,019	30,014	24,063	26,196	18,019	17,941	18,132	19,235
1982	28,273	29,526	20,225	25,227	17,225	17,014	17,788	18,476
1983	28,813	29,836	24,316	26,266	17,915	18,031	17,231	18,622
1984	30,063	31,155	21,241	26,544	18,289	18,055	18,813	18,883
1985	29,801	30,975	22,209	26,115	17,842	18,293	16,303	16,542
1986	29,705	31,033	23,132	27,095	18,292	18,415	17,347	19,454
1987	28,979	29,944	22,707	25,340	19,290	19,088	19,371	20,855
1988	28,765	29,834	22,776	24,572	19,845	20,181	18,745	17,137
1989	28,682	29,833	23,411	25,521	19,242	19,328	19,133	18,587
1990	27,381	28,843	23,501	25,267	19,337	19,761	17,251	19,243
1991	26,570	28,485	20,497	24,434	18,710	19,185	16,327	18,318
1992	25,210	26,705	21,243	22,992	18,747	19,195	16,279	18,552
1993	24,777	26,283	20,138	21,326	18,140	18,537	16,277	17,331
1994	25,601	26,780	22,114	23,308	17,511	17,506	17,194	18,766
1995	24,366	26,065	22,624	19,585	17,866	18,311	17,727	15,347

Table 33-4 Median annual earnings (in 1996 constant dollars) of wage and salary workers aged 25–34 whose highest education level was some college, by sex and race/ethnicity: 1970–95—Continued

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
Year-round, full-time wage and salary workers								
1970	$39,552	$40,074	$35,321	(*)	$24,991	$25,098	$24,980	(*)
1971	39,030	39,642	35,577	(*)	25,078	24,864	(*)	(*)
1972	39,691	40,539	33,919	(*)	26,260	26,688	(*)	(*)
1973	38,812	39,503	34,315	$35,815	26,317	26,604	25,159	(*)
1974	37,130	37,708	32,864	34,375	24,797	24,790	24,042	(*)
1975	37,330	38,292	31,899	32,550	24,735	24,808	24,987	(*)
1976	37,202	37,768	31,775	34,586	24,667	24,962	23,683	(*)
1977	36,908	34,001	28,325	28,903	25,024	22,028	22,187	(*)
1978	37,139	37,422	36,565	31,360	24,176	24,155	24,359	(*)
1979	36,320	37,115	30,481	34,764	24,238	24,388	23,728	(*)
1980	33,865	34,749	28,047	32,495	23,088	23,286	21,649	$23,041
1981	33,413	34,273	27,476	32,807	23,133	23,543	21,713	23,391
1982	33,073	33,867	25,650	28,321	23,525	23,820	22,894	21,341
1983	33,003	33,739	27,198	29,349	24,340	24,746	22,834	23,213
1984	33,408	34,488	26,584	30,493	23,720	24,163	21,345	22,853
1985	33,103	34,701	24,986	33,138	24,021	24,723	20,468	23,985
1986	33,514	35,250	27,006	29,697	23,941	24,575	21,038	23,317
1987	32,235	33,316	25,520	30,729	24,503	24,595	24,190	24,066
1988	33,182	34,446	27,897	28,245	24,721	25,045	23,730	26,837
1989	32,261	33,332	26,272	28,195	24,331	24,802	22,965	23,918
1990	31,255	32,234	27,209	27,995	24,098	24,664	21,288	22,013
1991	30,511	31,262	25,107	28,615	23,902	24,440	21,437	24,121
1992	29,674	30,232	26,803	27,045	23,665	24,142	20,775	24,297
1993	28,290	29,118	24,285	24,541	23,090	23,693	20,589	22,523
1994	28,191	29,079	24,599	25,239	22,574	22,783	21,013	23,618
1995	27,295	28,118	26,011	22,482	22,160	22,563	21,628	20,564

* Too few sample observations for a reliable estimate.

NOTE: In 1992, the Current Population Survey (CPS) changed the questions used to obtain the educational attainment of respondents. See the supplemental note to *Indicator 22* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 33-5 Ratio* of median annual earnings of wage and salary workers aged 25–34 whose highest education level was grades 9–11, some college, or a bachelor's degree or higher to those with a high school diploma, by sex: 1970–95

	Grades 9-11		Some college		Bachelor's degree or higher	
Year	Male	Female	Male	Female	Male	Female
1970	0.84	0.69	1.10	1.19	1.24	1.68
1971	0.85	0.73	1.06	1.15	1.23	1.67
1972	0.80	0.70	1.04	1.16	1.19	1.63
1973	0.84	0.71	1.01	1.22	1.17	1.64
1974	0.81	0.62	1.02	1.19	1.14	1.74
1975	0.78	0.64	1.07	1.24	1.17	1.72
1976	0.78	0.61	1.03	1.14	1.19	1.58
1977	0.77	0.63	1.02	1.23	1.18	1.53
1978	0.77	0.54	1.05	1.17	1.18	1.55
1979	0.76	0.70	1.06	1.19	1.16	1.55
1980	0.73	0.65	1.04	1.24	1.19	1.52
1981	0.73	0.61	1.07	1.23	1.29	1.54
1982	0.71	0.66	1.12	1.21	1.34	1.63
1983	0.70	0.66	1.13	1.24	1.35	1.67
1984	0.63	0.56	1.15	1.21	1.36	1.61
1985	0.70	0.63	1.19	1.18	1.50	1.69
1986	0.69	0.65	1.18	1.21	1.50	1.78
1987	0.72	0.67	1.13	1.25	1.49	1.78
1988	0.68	0.56	1.10	1.31	1.42	1.81
1989	0.70	0.63	1.12	1.32	1.45	1.93
1990	0.71	0.58	1.14	1.34	1.48	1.92
1991	0.64	0.64	1.14	1.32	1.53	1.90
1992	0.68	0.76	1.13	1.34	1.60	2.00
1993	0.67	0.59	1.12	1.31	1.57	1.99
1994	0.68	0.58	1.14	1.20	1.52	1.86
1995	0.74	0.62	1.11	1.28	1.52	1.91

* This ratio is most useful when compared to 1.0. For example, the ratio of 1.52 in 1995 for males whose highest education level was a bachelor's degree or higher means that they earned 52 percent more than males who had a high school diploma. The ratio of 0.74 in 1995 for males whose highest education level was grades 9-11 means that they earned 26 percent less than males who had only a high school diploma.

NOTE: In 1992, the Current Population Survey (CPS) changed the questions used to obtain the educational attainment of respondents. See the supplemental note to *Indicator 22* for further discussion.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table 34-1 **Median starting salaries (in 1996 constant dollars) of college graduates who worked full time and who were not enrolled in college 1 year after graduation, by field of study, sex, and race/ethnicity: Selected years of graduation 1977–93**

Major field of study, sex, and race/ethnicity	1977	1980	1984	1986	1990	1993
All graduates	**$25,880**	**$23,283**	**$25,367**	**$27,017**	**$25,453**	**$23,600**
Major field of study						
Humanities and social and behavioral sciences	22,527	20,179	21,508	23,518	22,671	21,265
Humanities	20,625	19,687	20,657	22,398	21,942	20,974
Social and behavioral sciences	23,129	20,630	22,170	24,646	23,057	21,478
Natural and computer sciences and engineering	32,219	32,734	34,076	33,702	33,442	27,805
Natural sciences	25,405	23,097	24,099	25,338	24,992	21,832
Computer sciences and engineering	37,900	37,480	36,719	36,275	35,883	32,045
Technical/professional	25,897	23,177	24,765	26,240	25,278	23,898
Education	22,220	18,958	20,257	21,985	22,487	19,985
Business	29,605	26,352	26,575	27,714	26,683	26,044
Other professional or technical	26,601	24,865	25,038	26,220	26,015	24,384
Sex						
Male	29,216	26,696	28,048	29,297	27,714	26,122
Female	22,503	20,597	23,095	24,874	23,978	21,989
Race/ethnicity						
White	25,959	23,422	25,437	26,996	25,366	23,611
Black	23,925	21,811	22,629	24,442	24,335	21,919
Hispanic	26,754	25,495	26,325	27,218	25,981	23,509
Asian/Pacific Islander	28,996	22,097	26,842	30,182	29,122	24,795
American Indian/Alaskan Native	—	—	—	27,369	24,751	22,797

— Too few sample observations for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduates Surveys (1977–90) and 1993 Baccalaureate and Beyond Longitudinal Study, First Follow-up (B&B:93/94).

Table 34-2 Percentage distribution of college graduates who worked full time and who were not enrolled in college 1 year after graduation, by field of study, sex, and race/ethnicity: Selected years of graduation 1977–93

Major field of study, sex, and race/ethnicity	1977	1980	1984	1986	1990	1993
All graduates	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Major field of study						
Humanities	8.2	9.1	9.0	7.4	9.2	10.9
Social and behavioral sciences	14.7	11.9	11.7	10.3	14.0	14.1
Natural sciences	7.5	7.1	5.6	5.3	4.8	6.7
Computer sciences and engineering	9.1	9.6	15.8	17.3	12.2	9.0
Education	17.9	14.3	9.6	8.9	9.7	11.6
Business	24.0	25.3	28.5	31.8	28.5	27.4
Other professional or technical	18.5	22.6	19.7	19.0	21.6	20.3
Sex						
Male	57.1	51.2	50.5	49.6	48.2	[illegible]6.4
Female	42.9	48.8	49.5	50.4	51.8	53.4
Race/ethnicity						
White	90.2	92.1	90.0	88.9	86.6	85.0
Black	6.1	5.2	4.9	3.9	6.1	5.5
Hispanic	1.5	1.4	2.3	3.3	3.5	4.6
Asian/Pacific Islander	1.6	1.0	2.4	2.0	3.3	4.4
American Indian/Alaskan Native	0.2	0.4	0.4	0.8	0.5	0.6
Other	0.4	—	—	1.1	(*)	(*)

— Too few sample observations for a reliable estimate.

* Not applicable.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduates Surveys (1977–90) and 1993 Baccalaureate and Beyond Longitudinal Study, First Follow-up (B&B:93/94).

Table 35-1 Percentage of 1992 high school seniors who in 1994 reported performing community service during the previous year, by college attendance, performance of community service in high school, and selected characteristics

Selected characteristics	Attended postsecondary institution[1] Total	Attended postsecondary institution[1] No service in high school[2]	Attended postsecondary institution[1] Service in high school[2]	Had not attended postsecondary institution[1] Total	Had not attended postsecondary institution[1] No service in high school[2]	Had not attended postsecondary institution[1] Service in high school[2]
Total	**50.3**	**35.7**	**64.6**	**23.8**	**18.5**	**39.0**
Sex						
Male	49.6	37.4	65.3	25.8	20.5	42.0
Female	50.9	33.6	64.1	21.2	15.8	35.6
Race/ethnicity						
White	51.0	34.7	65.7	24.1	18.4	39.7
Black	51.6	42.9	63.4	25.2	21.1	39.7
Hispanic	43.5	31.5	57.3	20.6	15.7	34.7
Asian/Pacific Islander	50.0	39.9	60.0	18.5	11.4	29.1
American Indian/Alaskan Native	39.9	28.9	—	34.2	29.9	—
Control of high school						
Public	49.1	35.1	63.9	24.0	18.5	40.3
Catholic	58.8	39.8	67.2	21.5	26.0	15.5
Private, other	56.8	33.0	72.7	37.1	—	—
Urbanicity of high school						
Central city	49.4	35.0	60.7	23.3	16.3	42.8
Urban fringe/large town	50.8	34.6	67.9	24.4	18.6	39.8
Rural/small town	49.8	36.2	64.4	24.2	20.2	37.3
Achievement test quartile in 1992						
First (low)	37.4	33.0	47.9	18.6	15.5	32.9
Second	42.3	31.8	58.5	24.5	19.2	40.4
Third	48.1	35.1	62.9	26.4	18.0	42.4
Fourth (high)	62.8	41.9	72.9	42.0	37.1	50.0
Parents' highest education level						
Less than a high school diploma	38.4	27.7	58.5	20.4	15.2	39.6
High school diploma or GED	37.6	28.3	52.0	17.8	14.3	31.5
Some college	47.2	35.1	60.3	25.5	20.5	39.7
Bachelor's degree or higher	60.7	41.7	72.9	34.8	29.2	41.1
High school program						
General	41.7	30.6	56.5	23.8	18.3	38.6
College preparatory	58.5	41.6	70.6	32.7	27.4	42.7
Vocational/technical	37.0	29.5	50.1	21.8	18.2	38.3
Other specialized program	43.9	35.3	55.5	17.7	12.3	32.5

— Too few sample observations for a reliable estimate.

[1] Students were asked if they had attended at least one postsecondary institution (university, 2- or 4-year college, or a vocational, technical, or trade school) since 1992; students may not be enrolled in 1994, however.

[2] In 1992, high school seniors were asked if they had performed community service during the previous two years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up (1992) and Third Follow-up (1994).

Table 35-2 **Percentage of 1992 high school seniors who in 1994 reported performing community service during the previous year, by community service in high school and selected characteristics**

Selected characteristics	Total	No community service in high school[1]	Reported performing community service in high school[1]		
			Total[2]	Strictly voluntary[2]	Required[2]
Total	**43.3**	**29.7**	**60.6**	**63.2**	**57.5**
Sex					
Male	42.5	31.2	60.9	64.6	55.7
Female	44.2	27.9	60.4	62.3	58.9
Race/ethnicity					
White	44.4	29.3	62.0	64.3	59.1
Black	42.9	34.3	58.6	58.7	58.1
Hispanic	35.8	25.2	52.3	58.6	49.6
Asian/Pacific Islander	45.4	34.7	57.1	61.1	51.8
American Indian/Alaskan Native	37.4	29.3	66.1	75.1	—
Control of high school					
Public	42.1	29.1	59.9	62.5	56.4
Catholic	55.9	37.9	64.9	70.0	62.6
Private, other	55.9	33.2	71.6	71.9	64.7
Urbanicity of high school					
Central city	43.6	29.1	58.5	61.2	56.9
Urban fringe/large town	44.7	29.8	64.1	67.3	62.8
Rural/small town	41.4	29.5	59.1	60.8	50.9
Achievement test quartile in 1992					
First (low)	27.8	23.5	41.9	46.8	36.4
Second	36.4	27.0	54.1	57.0	50.9
Third	44.0	31.2	59.8	60.4	60.0
Fourth (high)	61.4	41.3	72.0	73.8	68.9
Parents' highest education level					
Less than a high school diploma	29.9	21.3	51.9	54.6	40.7
High school diploma or GED	29.3	21.5	46.4	48.6	42.1
Some college	41.4	30.2	56.8	59.6	52.9
Bachelor's degree or higher	58.5	40.2	71.1	72.4	68.2
High school program					
General	35.5	25.7	52.3	55.7	50.2
College preparatory	56.1	39.7	69.0	70.2	65.0
Vocational/technical	29.3	23.1	45.9	48.5	46.6
Other specialized program	32.4	23.5	48.5	51.9	40.1

— Too few sample observations for a reliable estimate.

[1] In 1992, high school seniors were asked if they had performed community service during the previous two years.

[2] Seniors were asked to give as many responses as were applicable when reporting whether the community service they performed was voluntary or required; therefore, seniors may be counted in both "strictly voluntary," and "required" categories but are only counted once in "total."

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up (1992) and Third Follow-up (1994).

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Table 35-3 **Percentage of 1992 high school seniors who in 1994 reported performing community service during the previous year, by type of organization associated with the service and selected characteristics**

Selected characteristics	Youth organization	Union/farm/ professional organization	Political club	Church-related group	Service organization	Sports team or club	Education organization	Other groups
Total	**10.4**	**1.8**	**3.1**	**12.2**	**10.6**	**7.3**	**6.1**	**7.4**
Sex								
Male	11.2	1.9	3.0	11.5	8.4	9.7	5.0	7.3
Female	9.5	1.7	3.3	12.9	12.8	5.0	7.2	7.5
Race/ethnicity								
White	10.4	2.0	3.2	11.6	11.8	7.7	5.9	7.8
Black	11.8	1.1	3.2	16.5	5.9	6.3	6.4	6.2
Hispanic	8.9	0.8	2.4	11.8	6.9	6.3	6.6	5.5
Asian/Pacific Islander	8.3	1.4	3.4	10.7	13.2	5.6	7.3	8.4
American Indian/Alaskan Native	13.2	4.0	4.2	14.8	5.0	12.1	6.8	3.8
Control of high school								
Public	9.9	1.8	3.0	12.3	10.0	7.2	5.8	7.1
Catholic	11.5	1.4	5.3	13.3	15.8	9.0	8.7	10.7
Private, other	14.7	1.3	5.1	9.6	18.7	9.9	10.7	9.4
Urbanicity of high school								
Central city	9.6	1.5	3.3	12.9	10.2	7.0	6.8	8.1
Urban fringe/large town	10.0	2.0	3.3	11.4	11.4	6.9	6.1	7.7
Rural/small town	11.0	1.8	2.8	12.9	10.3	8.4	5.6	6.2
Achievement test quartile in 1992								
First (low)	6.2	1.6	1.2	10.2	4.0	6.5	2.3	3.8
Second	8.8	1.6	2.7	10.8	7.6	7.2	3.6	5.7
Third	11.5	1.5	3.0	13.0	10.7	7.9	6.5	7.2
Fourth (high)	13.0	2.3	5.6	15.0	17.3	8.6	11.2	11.8
Parents' highest education level								
Less than a high school diploma	6.7	1.4	1.2	11.8	5.9	4.4	4.3	5.9
High school diploma or GED	7.8	1.2	2.4	9.8	5.9	5.7	2.7	4.1
Some college	9.8	2.0	2.4	11.9	9.1	7.0	5.3	7.0
Bachelor's degree or higher	13.7	2.3	5.0	15.4	16.8	9.2	9.9	11.0
High school program								
General	8.7	1.5	1.7	11.2	7.5	6.2	4.0	5.7
College preparatory	13.3	2.1	4.9	14.3	15.6	9.6	9.1	10.0
Vocational/technical	6.1	1.4	1.6	11.5	5.2	6.1	2.1	4.6
Other specialized program	8.3	1.4	2.2	7.5	6.5	3.3	5.2	5.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up (1992) and Third Follow-up (1994).

Table 36-1 Percentage of elementary[1] teachers who reported assigning types of homework and teachers' use of homework, by control of school and years of teaching experience: School year 1994–95

Type of homework and teachers' use of homework	Public			Private		
		Years of teaching experience			Years of teaching experience	
	Total	Less than 4 years	4 years or more	Total	Less than 4 years	4 years or more
Percentage of teachers who reported assigning types of homework at least once a week[2]						
Write a journal entry	43.4	50.9	42.4	37.1	34.3	37.6
Prepare a written report	16.5	17.9	16.3	14.8	10.2	15.7
Work on problems for which there is no obvious method of solution	15.5	23.3	14.5	10.0	10.2	9.9
Read the textbook or other assigned reading	73.6	69.1	74.2	78.0	81.9	77.2
Apply concepts or principles to different or unfamiliar situations	41.0	52.9	39.4	45.3	32.3	47.8
Read supplementary material	65.7	65.0	65.7	62.3	51.5	64.4
Complete routine exercises or problems from worksheets, workbooks, or text	79.2	79.9	79.1	88.4	89.0	88.3
Work on a project, gather data, or conduct an experiment	29.3	25.8	29.8	27.7	21.6	28.9
Prepare an oral report	12.9	11.2	13.2	8.8	9.6	8.6
Complete a short writing assignment	61.9	62.8	61.7	58.2	57.4	58.4
Percentage of teachers who often[3] used written homework in the following ways:						
Record only whether assignments were completed	47.7	48.9	47.5	54.4	53.4	54.6
Collect, correct, and keep assignments	41.2	46.7	40.5	52.6	39.5	55.1
Keep items in a student portfolio	35.1	44.3	33.8	37.0	26.6	39.1
Collect, correct, and return assignments to students	72.3	78.3	71.5	81.8	81.4	81.8
Have students exchange assignments and correct them in class	27.0	28.0	26.9	35.4	26.3	37.2
Have students correct their own assignments in class	38.2	35.0	38.6	46.9	33.7	49.4
Use assignments as a basis for class discussion	55.0	50.8	55.6	55.5	45.8	57.4
Use assignments as a basis for grading students	41.4	41.9	41.3	51.3	40.2	53.5
Use assignments as a basis for lesson planning	50.7	47.8	51.1	47.3	34.2	49.8

[1] Includes elementary teachers whose main assignment was teaching "general elementary" and who taught in both the 1993-94 and 1994-95 school years; therefore, new teachers are not included in this analysis. See the supplemental note to this indicator for further discussion.

[2] Includes those teachers who responded "almost every day" and "once or twice a week."

[3] Includes those teachers who responded "always" and "often."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994-95.

Note to Indicator 36: The Teacher Follow-up Survey

The Teacher Follow-up Survey (TFS) provides information on movement within and outside of the teaching profession in public and private schools. TFS is a subsample of teachers in the Schools and Staffing Survey (SASS) and is conducted one year after each SASS cycle. The third TFS was conducted in the 1994–95 school year; two previous cycles of TFS were conducted in school years 1988–89 and 1991–92. The survey identifies and collects data from the following groups of teachers who participated in the SASS interview the previous year: 1) those who remained in the teaching profession, including those who remained in the same school and those who moved; and 2) those who left the teaching profession.

The 1994–95 TFS included questions on teaching methods, such as the use of homework and student portfolios. Respondents to the questions on teaching methods were those teachers who taught in both the 1993–94 and 1994–95 school years; therefore, the teachers' responses about their teaching methods represented a measurement of their actions in the 1994–95 school year, but do not consist of a complete random sample of the 1994–95 teacher work force. New teachers in the 1994–95 school year were left out of the survey.

Elementary teachers

The TFS questions asked teachers to identify their main teaching assignment. For *Indicators 36, 37,* and *38,* the elementary teacher category consists of those teachers who responded that their main teaching assignment was "general elementary." The elementary teacher category excluded those elementary teachers who taught special subject areas, such as art, foreign language, science, or special education. However, special area elementary teachers were included in the "total" column of *Indicators 37* and *38.*

Grouping of responses

In most cases, questions were asked in terms of "how many times in the past semester did you....?" In these cases, the response choices included: "almost every day," "once or twice a week," "once or twice a month," "once or twice a semester," or "never." For the indicators in the *Condition,* the responses "almost every day" and "once or twice a week" were combined to create the "at least once a week" response category. For the indicator on the assignment of homework by elementary teachers, two questions that asked "how often did you....?" were used to create the response category. The responses to the questions included "always," "often," "sometimes," "rarely," and "never." "Always" and "often" were combined to create the "often" response category used in this analysis.

Table 37-1 Percentage of teachers[1] who used selected teaching methods, by years of teaching experience and level of education: School year 1994-95

		Years of teaching experience		Higest degree attained			
Selected teaching methods	Total	Less than 4	4 or more	Associate's	Bachelor's	Master's	Ed specialist or doctor's
Percentage of teachers who reported using the following instructional strategies at least once a week[2]							
Provide instruction to the class as a whole	97.8	98.2	97.8	89.4	97.4	98.6	99.6
Facilitate a discussion	91.5	92.2	91.4	85.3	91.9	90.7	97.2
Demonstrate a concept using the board or overhead projector	87.1	89.7	86.7	79.3	86.4	87.8	88.7
Work with individual students	96.3	96.7	96.3	97.3	96.7	95.7	99.1
Demonstrate a concept using a computer, videotape, or other electronic medium	55.1	48.0	56.2	53.2	54.3	56.0	62.0
Lecture	62.5	65.9	62.0	58.2	63.1	61.0	68.2
Work with small groups of students	86.3	84.5	86.5	89.9	86.0	86.7	88.8
Lead a question-and-answer session	85.2	84.3	85.3	85.1	85.9	84.0	88.2
Demonstrate a concept using manipulatives, models, other tools, or objects	73.4	73.2	73.4	77.3	75.0	70.6	77.8
Administer a test or quiz for less than a full period	54.8	52.2	55.2	27.0	54.4	53.6	70.7
Administer a test or quiz for a full period	17.0	18.6	16.8	13.1	17.6	16.4	14.2
Percentage of teachers who emphasized the following at least once a week[2]							
Generalizing from patterns or examples	76.5	75.7	76.7	89.7	74.2	79.4	78.5
Analyzing and interpreting information	81.7	82.2	81.7	91.3	79.7	84.0	85.7
Organizing, summarizing, or displaying information	77.9	78.5	77.8	85.9	76.0	80.2	80.3
Percentage of teachers who responded in the following ways at least once a week[2] if a student gave an incorrect response							
Call on other students to get their responses and then discuss what is correct	84.4	85.5	84.2	88.9	85.2	83.1	88.2
Ask the student another question to help him or her get the correct response	93.4	93.5	93.4	95.9	93.6	93.2	94.3
Call on another student likely to give the correct response	69.7	65.7	70.3	72.2	68.9	70.8	74.2
Provide the correct response	60.8	57.3	61.3	58.1	59.3	62.0	70.9

[1] Includes only those teachers who taught in both the 1993-94 and 1994-95 school years; therefore, new teachers are not included in this analysis.

[2] Includes those teachers who responded "almost every day" and "once or twice a week."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994-95.

Table 37-2 Percentage of teachers[1] who used selected teaching methods, by control and level of school: School year 1994-95

Selected teaching methods	Public			Private		
	Total[2]	Elementary[2]	Secondary	Total[2]	Elementary[2]	Secondary
Percentage of teachers who reported using the following instructional strategies at least once a week[3]						
Provide instruction to the class as a whole	97.9	99.2	98.0	97.2	98.7	98.1
Facilitate a discussion	91.6	98.3	87.2	90.8	97.8	88.8
Demonstrate a concept using the board or overhead projector	87.1	96.9	86.7	87.1	96.2	88.6
Work with individual students	96.6	99.6	94.9	94.4	99.1	91.8
Demonstrate a concept using a computer, videotape, or other electronic medium	56.5	74.5	46.9	45.3	56.9	38.6
Lecture	61.6	68.7	66.9	69.0	78.4	73.3
Work with small groups of students	87.0	95.9	79.7	81.0	90.5	72.1
Lead a question-and-answer session	85.3	95.0	81.3	84.5	95.1	81.4
Demonstrate a concept using manipulatives, models, other tools, or objects	74.6	92.8	57.8	64.4	85.3	45.7
Administer a test or quiz for less than a full period	54.4	72.1	56.0	57.3	76.9	59.9
Administer a test or quiz for a full period	16.1	26.5	14.4	23.4	40.6	18.9
Percentage of teachers who emphasized the following at least once a week[3]						
Generalizing from patterns or examples	76.7	83.4	73.2	75.3	78.9	74.6
Analyzing and interpreting information	81.6	85.5	80.7	82.4	85.0	85.7
Organizing, summarizing, or displaying information	78.1	83.1	76.5	76.3	81.6	77.4
Percentage of teachers who responded in the following ways if a student gave an incorrect response[3]						
Call on other students to get their responses and then discuss what is correct	84.0	88.4	82.0	87.4	92.7	87.8
Ask the student another question to help him or her get the correct response	93.5	97.2	91.0	93.2	97.5	94.7
Call on another student likely to give the correct response	69.5	76.9	63.7	71.4	78.3	71.8
Provide the correct response	61.0	64.9	58.0	59.0	62.5	60.9

[1] Includes only those teachers who taught in both the 1993-94 and 1994-95 school years; therefore, new teachers are not included in this analysis.

[2] "Total" includes all elementary and secondary teachers, while "elementary" includes only those whose main assignment was teaching "general elementary." See the supplemental note to *indicator 36* for further discussion.

[3] Includes those teachers who responded "almost every day" and "once or twice a week."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994-95.

Table 37-3 Percentage of teachers[1] who reported that their students participated in selected teaching methods, by control and level of school: School year 1993–94

Selected teaching methods	Public			Private		
	Total[2]	Elementary[2]	Secondary	Total[2]	Elementary[2]	Secondary
Percentage of teachers who required students to perform the following in-class activities at least once a week[3]						
Respond orally to questions testing recall	90.3	96.0	86.8	88.8	94.5	89.7
Use school- or student-owned calculators	24.4	29.1	25.6	22.8	28.0	25.7
Lead whole group discussions	50.9	62.1	44.5	47.8	55.5	46.0
Listen to or observe teacher presentations	75.6	82.0	74.6	76.0	83.8	72.9
Use hands-on materials or objects	79.9	91.0	68.1	71.8	82.8	54.9
Complete a worksheet or workbook emphasizing routine practice	67.1	86.3	62.2	70.4	93.0	57.9
Use a textbook	71.7	88.3	75.7	79.2	92.3	83.6
Engage in discussion primarily with the teacher	85.2	94.6	80.7	86.3	92.1	86.7
Use school computers for writing	29.3	49.8	17.8	27.1	39.9	21.5
Use supplementary printed materials other than textbooks	79.1	93.5	71.1	69.1	87.8	56.6
Engage in discussion primarily with other students	74.0	88.2	64.7	70.8	85.2	63.1
Respond orally to open-ended questions	85.4	93.6	80.1	84.2	93.5	81.8
Work on a performing arts project	21.8	33.4	10.7	26.9	41.9	11.2
Percentage of teachers who reported that students performed the following at least once a week[3]						
Explained how what they learned in class related to the real world	63.5	75.7	58.6	62.4	75.1	55.3
Worked individually on projects or presentations	46.3	58.5	38.0	45.1	48.5	39.3
Worked on projects that required at least one week to complete	18.6	17.9	18.3	18.5	19.3	17.5
Evaluated and improved their own work	61.2	69.6	56.9	54.2	61.5	47.7
Worked on problems for which there were several appropriate answers	59.5	73.3	53.3	54.4	61.6	53.5
Worked on problems for which there were several appropriate methods of solution	58.8	71.9	53.5	55.7	63.5	54.9
Worked as part of a group on projects or presentations to earn individual grades	33.5	37.3	32.5	25.7	31.7	25.2
Evaluated the work of other students	29.7	37.5	25.1	26.8	30.8	22.5
Worked as part of a group on projects or presentations to earn a group grade	18.7	22.8	18.6	13.6	18.9	11.0
Put events or things in order and explained why they were organized that way	39.0	52.5	28.4	31.3	36.7	26.0
Discussed with the whole class solutions developed in small groups	31.5	49.3	22.2	27.4	33.3	22.6
Conferred with other student about their work	66.2	75.1	63.8	59.3	61.7	58.3

[1] Includes only those teachers who taught in both the 1993-94 and 1994-95 school years; therefore, new teachers are not included in this analysis.

[2] "Total" includes all elementary and secondary teachers, while "elementary" includes only those whose main assignment was teaching "general elementary." See the supplemental note to *Indicator 36* for further discussion.

[3] Includes those teachers who responded "almost every day" and "once or twice a week."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994-95.

Table 37-4 **Percentage of teachers[1] who reported that their students participated in selected teaching methods, by years of teaching experience and level of education: School year 1994–95**

Selected teaching methods	Total	Years of teaching experience		Level of education			
		Less than 4	4 or more	Associate's	Bachelor's	Master's	Ed specialist or doctor's
Percentage of teachers who required students to perform the following in-class activities at least once a week[2]							
Respond orally to questions testing recall	90.1	89.7	90.1	86.7	91.2	88.8	89.1
Use school- or student-owned calculators	24.2	21.8	24.6	8.4	21.8	26.9	33.3
Lead whole group discussions	50.5	53.5	50.0	45.6	51.5	48.3	58.2
Listen to or observe teacher presentations	75.7	73.5	76.0	78.0	77.0	75.3	65.9
Use hands-on materials or objects	78.9	75.9	79.3	88.5	79.9	77.0	82.7
Complete a worksheet or workbook emphasizing routine practice	67.5	66.9	67.6	57.1	69.3	65.4	67.7
Use a textbook	72.7	73.5	72.5	69.4	73.4	71.5	76.2
Engage in discussion primarily with the teacher	85.3	84.3	85.5	89.6	85.4	85.2	85.5
Use school computers for writing	29.0	28.3	29.1	9.6	29.2	29.0	28.5
Use supplementary printed materials other than textbooks	77.8	77.3	77.9	86.5	77.8	76.5	90.7
Engage in discussion primarily with other students	73.6	74.4	73.5	70.4	73.7	72.0	85.7
Respond orally to open-ended questions	85.2	85.6	85.2	93.9	84.2	85.5	91.7
Work on a performing arts project	22.4	24.6	22.1	25.3	23.9	20.1	23.6
Percentage of teachers who reported that students performed the following at least once a week[2]							
Explained how what they learned in class related to the real world	63.4	66.2	63.0	81.0	64.0	61.8	66.9
Worked individually on projects or presentations	46.2	44.2	46.5	64.7	46.4	45.5	48.3
Worked on projects that required at least one week to complete	18.5	17.0	18.8	48.0	16.4	20.1	24.0
Evaluated and improved their own work	60.3	58.8	60.6	80.4	59.1	60.7	70.0
Worked on problems for which there were several appropriate answers	58.8	61.2	58.5	72.5	56.9	59.7	70.3
Worked on problems for which there were several appropriate methods of solution	58.4	60.2	58.1	68.8	55.9	60.6	65.9
Worked as part of a group on projects or presentations to earn individual grades	32.6	34.3	32.3	52.9	29.1	36.3	38.0
Evaluated the work of other students	29.3	30.3	29.2	42.3	28.7	29.8	29.2
Worked as part of a group on projects or presentations to earn a group grade	18.1	18.8	17.9	27.5	15.7	20.8	19.1
Put events or things in order and explained why they were organized that way	38.1	37.3	38.2	61.6	36.9	38.6	45.4
Discussed with the whole class solutions developed in small groups	31.0	34.5	30.4	40.8	29.6	32.5	33.4
Conferred with other student about their work	65.4	66.9	65.2	71.6	66.8	63.7	64.1

[1] Includes only those teachers who taught in both the 1993–94 and 1994–95 school years; therefore, new teachers are not included in this analysis.

[2] Includes those teachers who responded "almost every day" and "once or twice a week."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table 38-1 Percentage of public elementary teachers[1] who used student portfolios and how portfolios were used, by urbanicity and percentage of minority students enrolled: School year 1994–95

	Urbanicity			Percentage of minority students enrolled	
Portfolio uses	Central city	Urban fringe/ large town	Rural/ small town	Less than 20 percent	20 percent or more
Total teachers who used student portfolios	75.5	72.1	70.6	70.1	74.2
Of those teachers who used student portfolios, those who used them for more than one subject	78.9	79.1	78.9	73.3	86.8
Teachers using student portfolios who reported using them at least once a week[2] in the following ways:					
Training students to reflect upon and/or assess each piece of work	41.5	31.3	39.3	30.0	43.7
Training students to reflect upon and/or assess their overall progress	32.1	25.9	34.5	25.1	38.7
Communicating student progress to parents	18.9	17.3	16.7	10.0	24.6
Determining student grades or other formal progress reports	23.7	17.5	23.9	16.4	29.5
Planning for future lessons	54.6	36.5	53.3	36.2	60.3
Diagnosing student learning problems	60.6	42.4	55.4	39.9	66.4
Making informed decisions about student placement	25.1	20.4	27.5	15.3	32.5
Providing information for program/school accountability	18.2	7.3	10.8	8.0	14.0

[1] Includes only those elementary teachers whose main assignment was teaching "general elementary" and who taught in both the 1993-94 and 1994-95 school years; therefore, new teachers were not included in this analysis. See the supplemental note to *Indicator 36* for further discussion.

[2] Includes those teachers who responded "almost every day" and "once or twice a week."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994-95.

Table 38-2 Percentage of public elementary teachers[1] who used student portfolios and how portfolios were used, by percentage of students eligible for free or reduced-price lunch: School year 1994–95

	Percentage of students eligible for free or reduced-price lunch			
Portfolio uses	0–5	6–20	21–40	41 or more
Total teachers who used student portfolios	66.0	71.4	66.4	76.0
Of those teachers who used student portfolios, those who used them for more than one subject	81.2	74.2	71.7	86.5
Teachers using student portfolios who reported using them at least once a week[2] in the following ways:				
Training students to reflect upon and/or assess each piece of work	25.8	21.2	36.5	46.6
Training students to reflect upon and/or assess their overall progress	12.4	21.6	28.4	41.3
Communicating student progress to parents	12.0	12.2	16.6	21.3
Determining student grades or other formal progress reports	—	14.9	20.8	32.3
Planning for future lessons	15.4	40.5	41.4	60.7
Diagnosing student learning problems	46.5	40.8	45.9	65.1
Making informed decisions about student placement	—	14.9	28.9	30.8
Providing information for program/school accountability	11.6	9.3	5.4	13.6

— Too few sample observations for a reliable estimate.

[1] Includes only those elementary teachers whose main assignment was teaching "general elementary" and who taught in both the 1993-94 and 1994-95 school years; therefore, new teachers were not included in this analysis. See the supplemental note to *Indicator 36* for further discussion.

[2] Includes those teachers who responded "almost every day" and "once or twice a week."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994-95.

Table 38-3 **Percentage of elementary teachers* using student portfolios who used them for specific types of work and subject areas, and those who received directives and suggestions on the use of student portfolios, by control of school and years of teaching experience: School year 1994–95**

Types of work and subject areas	Public			Private		
	Total	Less than 4 years	4 or more years	Total	Less than 4 years	4 or more years
Types of work						
Worksheets	52.3	49.9	52.6	66.2	66.5	66.1
Open-ended problems	45.9	48.3	45.6	39.3	35.4	39.9
Exploratory investigation	31.3	32.0	31.2	29.2	33.3	28.5
Long-term projects	40.5	45.6	39.8	50.3	39.4	52.2
Interdisciplinary problems	23.5	18.5	24.3	23.9	23.4	24.0
Journal entries	61.3	65.2	60.8	45.6	46.6	45.4
Regularly assigned homework	28.8	29.0	28.7	39.2	25.2	41.5
Self-reflective writing	67.7	68.8	67.6	59.2	51.0	60.6
Narrative writing	68.5	64.1	69.1	57.6	68.8	55.8
Audio/video examples	9.4	8.1	9.6	—	—	—
Group work	30.6	32.8	30.3	35.2	32.1	35.7
Independent work	75.2	74.4	75.3	76.4	76.7	76.3
Tests and assessments	60.9	59.1	61.1	68.2	67.1	68.4
Subject areas						
English/language arts	84.6	89.7	83.9	87.0	92.6	86.1
Mathematics	60.8	71.1	59.3	61.1	59.0	61.4
Reading	62.3	71.1	61.0	63.7	60.3	64.3
Social studies	40.7	37.9	41.2	43.9	40.5	44.5
Science	36.4	35.0	36.6	43.6	40.1	44.2
Art	24.0	26.6	23.6	21.5	26.5	20.7
Other	6.6	7.8	6.5	—	—	—
Source of directives and suggestions						
School administration	48.0	52.3	47.6	49.8	50.1	49.7
School committee or task force	41.4	41.1	41.4	21.0	17.8	21.5
District staff	39.9	37.1	40.3	10.7	15.8	9.8
District committee or task force	35.5	32.9	35.9	9.7	9.1	9.8
State administration	19.6	23.8	19.0	8.9	13.3	8.2
State committee or task force	16.4	22.4	15.5	8.1	8.0	8.1
Classroom teacher	90.5	95.2	89.8	94.0	90.9	94.5
Students	63.0	68.4	62.2	55.6	47.6	57.0
Other	12.9	9.8	13.3	9.9	10.7	9.8

— Too few sample observations for a reliable estimate.

* Includes only those elementary teachers whose main assignment was teaching "general elementary" and who taught in both the 1993-94 and 1994-95 school years; therefore, new teachers were not included in this analysis. See the supplemental note to *Indicator 36* for further discussion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994-95.

Table 38-4 Percentage of public elementary teachers* using student portfolios who used them for specific types of work and subject areas, and those who received directives and suggestions on the use of student portfolios, by urbanicity and percentage of minority students enrolled: School year 1994–95

Types of work and subject areas	Urbanicity			Percentage of minority students enrolled	
	Central city	Urban fringe/ large town	Rural/ small town	Less than 20 percent	20 percent or more
Types of work					
Worksheets	56.0	42.6	58.0	46.7	59.3
Open-ended problems	46.9	48.8	42.5	46.9	46.6
Exploratory investigation	34.0	33.0	27.8	32.1	32.8
Long-term projects	34.6	44.8	41.2	46.8	36.7
Interdisciplinary problems	17.8	24.4	27.2	26.3	21.9
Journal entries	63.0	65.9	55.9	61.3	59.6
Regularly assigned homework	34.0	19.8	32.7	25.4	35.2
Self-reflective writing	61.5	71.0	69.6	71.1	63.4
Narrative writing	70.0	69.0	66.8	68.0	67.4
Audio/video examples	7.0	10.4	10.3	10.1	10.2
Group work	31.9	25.7	34.1	30.7	32.0
Independent work	68.7	76.5	79.1	75.5	75.4
Tests and assessments	65.4	57.5	60.4	53.7	69.2
Subject areas					
English/language arts	81.8	88.2	83.6	84.4	85.0
Mathematics	62.0	62.9	58.1	56.1	68.1
Reading	69.2	56.9	61.9	56.8	71.2
Social studies	48.5	40.6	34.9	35.6	47.3
Science	38.4	36.8	34.4	33.3	41.9
Art	25.3	30.2	17.3	20.9	26.9
Other	6.5	10.4	3.4	7.4	5.4
Source of directives and suggestions					
School administration	48.6	57.0	39.4	40.3	55.3
School committee or task force	40.0	48.4	36.2	39.0	41.6
District staff	38.8	44.3	36.6	34.7	45.3
District committee or task force	32.1	44.9	29.8	30.5	39.5
State administration	18.9	18.6	21.1	13.3	24.4
State committee or task force	15.7	16.7	16.7	11.4	19.7
Classroom teacher	91.8	86.5	92.9	92.4	88.9
Students	56.5	63.3	67.8	72.7	55.1
Other	17.5	16.4	6.1	10.6	17.2

* Includes only those elementary teachers whose main assignment was teaching "general elementary" and who taught in both the 1993–94 and 1994–95 school years; therefore, new teachers were not included in this analysis. See the supplemental note to *Indicator 36* for further discussion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table 38-5 Percentage of public elementary teachers* using student portfolios who used them for specific types of work and subject areas, and those who received directives and suggestions on the use of student portfolios, by percentage of students eligible for free or reduced-price lunch: School year 1994–95

Types of work and subject areas	0–5	6–20	21–40	41 or more
Types of work				
Worksheets	52.1	36.3	49.3	61.6
Open-ended problems	45.9	56.5	42.4	41.8
Exploratory investigation	39.1	36.6	32.9	27.5
Long-term projects	64.9	38.4	41.9	38.6
Interdisciplinary problems	30.7	26.2	19.9	23.9
Journal entries	58.3	62.1	67.4	54.6
Regularly assigned homework	13.2	16.9	29.3	39.3
Self-reflective writing	81.3	71.2	61.7	34.4
Narrative writing	68.9	68.6	71.5	64.7
Audio/video examples	20.0	8.5	2.6	12.3
Group work	34.4	29.9	31.5	30.4
Independent work	70.3	72.3	72.9	79.4
Tests and assessments	67.9	52.4	60.4	65.4
Subject areas				
English/language arts	88.5	87.8	82.7	82.5
Mathematics	64.6	55.0	61.0	64.9
Reading	60.3	59.2	52.1	71.7
Social studies	50.3	36.0	34.4	44.1
Science	50.9	30.0	29.2	40.7
Art	31.4	16.0	21.1	27.1
Other	5.8	9.2	8.5	4.5
Source of directives and suggestions				
School administration	48.1	48.7	37.2	51.4
School committee or task force	43.3	44.6	43.2	34.7
District staff	25.3	39.0	36.7	44.5
District committee or task force	26.7	39.2	27.0	35.9
State administration	14.4	12.5	14.5	23.4
State committee or task force	6.8	14.2	12.9	17.8
Classroom teacher	100.0	89.8	86.3	91.0
Students	75.5	66.8	77.5	55.9
Other	17.8	14.0	9.4	14.5

* Includes only those elementary teachers whose main assignment was teaching "general elementary" and who taught in both the 1993–94 and 1994–95 school years; therefore, new teachers were not included in this analysis. See the supplemental note to *Indicator 36* for further discussion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table 39-1 Percentage of teachers who team taught, by control of school: School years 1987–88, 1990–91, and 1993–94

Control of school	1987–88	1990–91	1993–94
Public	4.6	5.9	7.1
Private	4.2	5.3	4.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, 1990–91, and 1993–94.

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Table 39-2 Public school teachers' average class size, by teacher level and state: School year 1993–94

State	Elementary	Secondary
Total	**24.1**	**23.6**
Alabama	21.7	24.2
Alaska	22.6	22.0
Arizona	25.8	25.5
Arkansas	21.0	21.3
California	29.3	29.7
Colorado	24.7	24.5
Connecticut	21.4	19.7
Delaware	24.8	24.1
District of Columbia	21.8	20.7
Florida	26.0	26.6
Georgia	22.2	24.2
Hawaii	23.6	23.6
Idaho	24.0	23.7
Illinois	24.5	24.0
Indiana	21.9	23.0
Iowa	22.5	21.4
Kansas	20.6	20.7
Kentucky	24.4	23.5
Louisiana	22.9	23.7
Maine	21.5	18.5
Maryland	26.3	25.0
Massachusetts	23.1	20.9
Michigan	27.3	25.5
Minnesota	24.5	25.9
Mississippi	23.6	22.5
Missouri	23.7	22.5
Montana	21.2	19.3
Nebraska	20.0	18.7
Nevada	24.4	26.6
New Hampshire	21.8	20.5
New Jersey	23.2	20.5
New Mexico	21.9	24.5
New York	23.9	23.2
North Carolina	24.8	22.4
North Dakota	20.7	19.7
Ohio	25.0	22.3
Oklahoma	20.5	20.5
Oregon	24.4	23.9
Pennsylvania	25.2	24.1
Rhode Island	23.2	20.8
South Carolina	23.3	22.5
South Dakota	19.2	20.9
Tennessee	24.4	25.2
Texas	20.1	22.5
Utah	27.5	28.8
Vermont	19.7	19.2
Virginia	22.6	21.6
Washington	25.9	25.5
West Virginia	20.9	22.5
Wisconsin	23.1	23.1
Wyoming	21.0	19.3

NOTE: In this analysis, "elementary" teachers are those who taught self-contained classes at the elementary level and "secondary" teachers are those who taught departmentalized classes (e.g., science, art, social science, or other course subjects) at the secondary level. Excludes special education teachers. Teachers were classified as elementary or secondary on the basis of the grades they taught, rather than on the level of the school in which they taught.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94.

Table 40-1 Percentage of teachers who participated in a formal teacher induction or a master or mentor program, by years of teaching experience and control and level of school: 1994

Control and level of school	Participated in a formal teacher induction program during first year of teaching: 1 year	2–3 years	4 years or more	Master or mentor program
Public	**59.9**	**54.8**	**23.3**	**11.3**
Elementary	59.4	54.5	23.8	11.4
Secondary	60.7	55.3	22.5	11.3
Private	**30.2**	**33.8**	**24.2**	**10.1**
Elementary	26.8	31.7	23.5	8.9
Secondary	42.7	39.5	26.0	13.7

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 40-2 Percentage of teachers who participated in professional development activities during the 1993–94 school year, by topic, type of support and activity, outcomes, and level, control and urbanicity of school

	Elementary teachers				Secondary teachers			
Topic, type of support and activity, and outcomes of professional development	Total	Central city	Urban fringe/ large town	Rural/ small town	Total	Central city	Urban fringe/ large town	Rural/ small town
				Public				
In-service education or professional development topic								
Uses of educational technology for instruction	49.7	51.6	51.7	46.7	50.7	50.8	51.8	49.9
Methods of teaching in specific subject field	69.7	73.4	70.8	65.9	55.0	59.1	55.3	52.2
In-depth study in specific field	31.6	36.6	31.1	28.1	27.5	30.8	27.5	25.4
Student assessment	55.4	56.8	58.2	52.2	45.8	46.7	45.7	45.3
Cooperative learning in the classroom	52.7	56.6	50.7	51.4	49.2	52.1	49.0	47.5
Type of support received during 1993–94 school year for in-service education or professional development								
Released time from teaching	50.7	50.4	52.8	49.3	43.5	42.2	43.6	44.2
Scheduled time (built-in time)	43.6	47.1	42.5	41.9	35.4	37.9	34.1	35.0
Travel and/or per diem expenses	21.2	15.3	18.2	28.1	26.9	21.5	23.5	32.7
Tuition and/or fees	24.3	20.9	24.2	26.9	20.7	17.0	20.3	23.2
Professional growth credits	34.8	35.5	34.1	34.8	28.9	30.7	27.5	29.0
None of above	19.4	20.1	18.4	19.7	27.1	27.0	28.3	26.3
Type of professional development activity								
School district sponsored workshop or in-service	89.6	87.7	91.0	89.9	84.9	82.8	84.7	86.3
School sponsored workshop or in-service	83.7	86.4	83.2	82.1	79.1	81.5	78.7	78.0
University extension or adult education course	25.1	25.3	25.1	24.9	25.5	23.9	26.5	25.7
College course in specific subject field	26.1	26.5	25.1	26.6	24.3	22.6	23.8	25.7
Professional association sponsored workshop	50.5	49.2	52.0	50.3	51.9	51.3	53.1	51.5
Those who agreed with the following statements about their in-service education or professional development*								
Provided information that was new to me	85.4	85.3	86.4	84.8	83.0	81.2	83.4	83.7
Changed my views on teaching	44.0	45.4	41.4	44.9	38.6	38.7	38.8	38.4
Caused me to change my teaching practices	68.0	66.6	69.3	68.0	59.5	57.6	61.5	59.1
Caused me to seek further information or training	64.6	64.5	66.0	63.4	59.1	59.5	59.6	58.3
Were generally a waste of my time	9.1	9.7	8.0	9.6	13.8	15.9	13.1	13.2

Table 40-2 Percentage of teachers who participated in professional development activities during the 1993–94 school year, by topic, type of support and activity, outcomes, and level, control and urbanicity of school—Continued

Topic, type of support and activity, and outcomes of professional development	Elementary teachers				Secondary teachers			
	Total	Central city	Urban fringe/ large town	Rural/ small town	Total	Central city	Urban fringe/ large town	Rural/ small town
	Private							
In-service education or professional development topic								
Uses of educational technology for instruction	32.8	33.9	33.1	29.4	38.5	37.0	39.7	40.0
Methods of teaching in specific subject field	63.1	66.7	60.6	60.1	50.8	52.1	50.5	48.0
In-depth study in specific field	24.7	24.6	25.3	23.6	29.2	28.8	29.7	29.3
Student assessment	42.5	46.8	40.3	37.2	34.7	36.2	34.0	32.4
Cooperative learning in the classroom	45.5	49.7	44.2	38.5	38.5	40.8	37.0	35.3
Type of support received during 1993-94 school year for in-service education or professional development								
Released time from teaching	42.6	41.4	42.6	45.4	39.2	38.2	38.9	42.7
Scheduled time (built-in time)	37.1	39.4	35.7	34.7	34.3	36.2	34.1	29.3
Travel and/or per diem expenses	19.8	18.2	17.2	29.6	24.6	21.8	22.7	36.4
Tuition and/or fees	36.0	32.3	38.5	39.3	33.3	28.6	35.9	40.7
Professional growth credits	27.7	28.7	25.3	30.6	21.3	21.0	21.9	20.9
None of above	25.1	25.4	25.3	24.0	28.4	30.0	26.8	27.6
Type of professional development activity								
School district sponsored workshop or in-service	78.9	78.7	78.2	80.9	68.9	71.0	67.9	65.3
School sponsored workshop or in-service	78.0	77.9	79.0	75.8	78.4	80.6	78.8	71.4
University extension or adult education course	24.8	26.6	21.3	28.0	23.6	24.7	22.8	22.4
College course in specific subject field	23.7	25.3	20.9	26.1	24.1	25.0	22.9	23.9
Professional association sponsored workshop	46.8	47.7	45.5	47.6	48.2	49.0	48.2	45.8
Those who agreed with the following statements about their in-service education or professional development*								
Provided information that was new to me	85.2	84.8	84.9	86.8	87.1	84.4	88.4	92.0
Changed my views on teaching	41.9	41.9	40.0	46.4	43.7	40.3	46.5	47.3
Caused me to change my teaching practices	65.0	63.9	64.1	70.0	62.8	61.0	65.8	61.6
Caused me to seek further information or training	61.2	60.6	60.6	64.1	62.5	60.6	64.5	63.5
Were generally a waste of my time	6.8	7.2	6.8	5.8	9.4	11.3	8.6	5.6

* Includes those who responded "strongly agree" or "agree."

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table 40-3 Percentage of public teachers who participated in professional development activities during the 1993–94 school year, by topic, type of support and activity, outcomes, level of school, and percentage of students eligible for free or reduced-price lunch

Topic, type of support and activity, and outcomes of professional development	Elementary teachers				Secondary teachers			
	0–5	6–20	21–40	41–100	0–5	6–20	21–40	41–100
In-service education or professional development topic								
Uses of educational technology for instruction	55.6	53.6	50.2	46.7	55.0	51.0	48.2	50.1
Methods of teaching in specific subject field	70.3	68.8	69.0	70.7	54.3	53.2	55.1	58.2
In-depth study in specific field	33.2	31.7	28.8	32.8	26.6	26.7	27.6	28.9
Student assessment	62.7	55.0	54.5	55.2	45.5	42.9	47.9	48.2
Cooperative learning in the classroom	49.2	51.3	50.3	55.4	50.1	46.9	49.2	52.2
Type of support received during 1993–94 school year for in-service education or professional development								
Released time from teaching	56.2	54.9	49.0	48.7	43.0	45.0	42.6	42.2
Scheduled time (built-in time)	42.2	40.4	42.8	45.7	34.6	33.8	36.0	38.2
Travel and/or per diem expenses	19.5	22.2	23.6	20.0	26.7	26.7	27.5	26.9
Tuition and/or fees	28.5	26.4	25.9	21.6	20.4	21.6	21.1	19.1
Professional growth credits	37.0	33.7	36.4	34.4	28.7	28.0	28.6	30.3
None of above	16.0	19.2	19.4	20.0	26.8	27.1	27.7	27.2
Type of professional development activity								
School district sponsored workshop or in-service	90.4	91.0	90.5	88.5	83.9	85.2	85.5	84.3
School sponsored workshop or in-service	79.4	83.8	84.2	84.6	77.6	77.9	80.5	81.5
University extension or adult education course	25.8	26.4	25.2	24.4	27.1	25.6	25.1	24.4
College course in specific subject field	25.7	26.3	25.0	26.4	25.0	23.7	24.1	24.1
Professional association sponsored workshop	53.4	55.5	49.9	48.2	55.0	51.7	51.1	50.5
Those who agreed with the following statements about their in-service education or professional development*								
Provided information that was new to me	87.8	86.1	86.8	84.0	84.0	83.2	82.8	82.2
Changed my views on teaching	44.7	44.3	42.2	44.5	40.5	38.7	37.4	38.5
Caused me to change my teaching practices	73.4	67.2	68.0	67.2	60.7	60.6	58.6	57.8
Caused me to seek further information or training	67.2	66.1	63.5	63.9	58.4	59.1	59.9	58.8
Were generally a waste of my time	8.9	9.1	7.8	9.9	12.6	13.6	14.2	14.6

* Includes those who responded "strongly agree" or "agree."

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 40-4 Percentage of teachers who participated in professional development activities during the 1993–94 school year, by topic, type of support and activity, outcomes, level and control of school, and school size

Topic, type of support and activity, and outcomes of professional development	Elementary teachers				Secondary teachers			
	Less than 150	150–499	500–749	750 or more	Less than 150	150–499	500–749	750 or more
				Public				
In-service education or professional development topic								
Uses of educational technology for instruction	42.4	48.0	50.5	52.2	50.9	50.3	48.9	51.3
Methods of teaching in specific subject field	57.4	68.9	70.2	71.4	50.0	52.7	54.9	55.8
In-depth study in specific field	26.8	31.0	31.8	32.6	26.0	25.6	26.6	28.2
Student assessment	47.8	56.3	55.0	55.2	44.8	45.9	48.0	45.3
Cooperative learning in the classroom	43.2	51.6	52.9	55.4	42.4	45.9	50.0	50.1
Type of support received during 1993–94 school year for in-service education or professional development								
Released time from teaching	51.0	51.5	50.9	49.0	50.1	47.9	44.4	41.8
Scheduled time (built-in time)	38.0	43.7	44.1	43.3	34.0	34.3	35.7	35.7
Travel and/or per diem expenses	27.8	24.2	19.1	18.6	37.2	34.2	28.7	24.1
Tuition and/or fees	30.4	26.8	22.8	21.5	24.0	23.8	21.4	19.6
Professional growth credits	31.2	35.1	34.7	34.6	34.8	29.9	26.9	28.9
None of above	21.1	18.2	19.5	21.3	22.5	25.7	26.6	27.9
Type of professional development activity								
School district sponsored workshop or in-service	89.0	90.3	90.6	86.8	87.0	86.3	85.9	84.1
School sponsored workshop or in-service	79.5	81.9	84.4	86.2	81.8	78.4	79.0	79.2
University extension or adult education course	31.7	25.2	25.6	23.6	28.9	26.6	25.9	24.9
College course in specific subject field	34.8	27.1	25.0	25.0	30.0	25.8	24.0	23.7
Professional association sponsored workshop	53.5	51.9	50.5	47.9	47.6	55.1	52.1	51.3
Those who agreed with the following statements about their in-service education or professional development*								
Provided information that was new to me	84.4	85.3	86.9	83.5	82.9	83.2	83.2	82.9
Changed my views on teaching	40.9	44.1	45.2	42.1	33.6	40.4	40.3	38.0
Caused me to change my teaching practices	64.5	68.0	69.7	65.6	55.2	60.0	60.8	59.2
Caused me to seek further information or training	64.8	65.2	64.6	63.4	57.5	60.5	58.8	58.8
Were generally a waste of my time	5.3	9.4	8.6	9.8	13.4	13.0	13.5	14.2

Table 40-4 Percentage of teachers who participated in professional development activities during the 1993–94 school year, by topic, type of support and activity, outcomes, level and control of school, and school size—Continued

Topic, type of support and activity, and outcomes of professional development	Elementary teachers				Secondary teachers			
	Less than 150	150–499	500–749	750 or more	Less than 150	150–499	500–749	750 or more
				Private				
In-service education or professional development topic								
Uses of educational technology for instruction	26.6	34.4	36.6	41.9	26.2	39.4	42.2	39.9
Methods of teaching in specific subject field	55.4	65.0	68.0	78.9	46.6	51.2	51.3	51.8
In-depth study in specific field	20.3	25.7	27.1	36.0	21.9	30.7	31.3	28.7
Student assessment	33.8	44.4	51.4	52.7	25.0	37.2	35.2	35.2
Cooperative learning in the classroom	35.1	48.1	52.8	61.7	33.6	39.1	37.8	40.3
Type of support received during 1993–94 school year for in-service education or professional development								
Released time from teaching	38.6	43.7	46.6	41.3	35.7	41.0	42.4	36.0
Scheduled time (built-in time)	36.7	37.1	37.8	36.1	34.1	33.2	31.7	37.7
Travel and/or per diem expenses	25.2	18.6	12.8	18.9	25.0	25.1	25.5	23.0
Tuition and/or fees	34.1	36.5	36.1	42.0	22.1	37.1	34.3	31.8
Professional growth credits	23.9	28.4	34.9	24.1	15.3	19.4	24.3	24.4
None of above	28.0	24.2	22.9	27.3	39.4	28.6	23.7	26.9
Type of professional development activity								
School district sponsored workshop or in-service	71.2	81.0	82.5	92.6	66.0	68.5	70.1	69.9
School sponsored workshop or in-service	65.6	81.7	85.5	85.7	69.1	77.1	81.4	82.1
University extension or adult education course	23.2	25.9	20.8	25.3	24.7	24.3	21.5	23.7
College course in specific subject field	22.7	24.1	27.2	11.8	18.0	24.7	25.6	24.7
Professional association sponsored workshop	42.1	47.6	56.4	43.4	33.5	46.1	54.7	52.7
Those who agreed with the following statements about their in-service education or professional development*								
Provided information that was new to me	83.7	86.3	84.7	72.7	93.9	88.5	85.8	83.5
Changed my views on teaching	40.3	43.4	41.9	21.0	51.2	40.6	35.9	50.9
Caused me to change my teaching practices	66.9	64.9	64.1	55.6	69.7	60.0	60.3	66.2
Caused me to seek further information or training	61.4	61.9	59.5	49.2	72.2	61.3	64.9	58.8
Were generally a waste of my time	4.6	7.5	5.4	11.7	7.6	10.7	7.9	9.3

* Includes those who responded "strongly agree" or "agree."

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 40-5 Percentage of public school teachers who participated in professional development activities during the 1993–94 school year, by topic, type of support and activity, outcomes, and percentage of students eligible for free or reduced-priced lunch within urbanicity

Topic, type of support and activity, and outcomes of professional development	Central city				Urban fringe/large town				Rural/small town			
	0-5	6-20	21-40	41-100	0-5	6-20	21-40	41-100	0-5	6-20	21-40	41-100
In-service education or professional development topic												
Uses of educational technology for instruction	61.3	59.6	49.7	48.2	55.4	52.1	51.1	48.2	52.1	48.8	48.5	46.2
Methods of teaching in specific subject field	64.3	65.7	69.2	70.5	62.3	64.3	66.5	68.7	60.3	55.3	59.8	65.6
In-depth study in specific field	36.6	33.0	32.7	35.9	27.8	31.1	29.3	30.4	30.7	25.5	25.6	28.8
Student assessment	58.2	49.4	51.7	54.7	54.3	51.5	57.4	54.5	50.4	46.3	49.3	52.5
Cooperative learning in the classroom	54.6	51.2	53.3	57.4	47.9	49.8	47.8	54.1	51.1	47.3	49.3	52.3
Type of support received during 1993–94 school year for in-service education or professional development												
Released time from teaching	43.2	52.5	46.4	46.9	51.1	50.9	48.4	47.2	48.5	47.8	46.0	48.0
Scheduled time (built-in time)	40.4	42.0	42.1	46.0	37.4	37.8	40.4	42.6	39.1	33.9	39.3	43.2
Travel and/or per diem expenses	20.7	25.1	18.3	14.0	22.2	20.0	21.2	17.6	26.8	28.7	30.5	31.0
Tuition and/or fees	19.8	20.8	20.3	18.5	25.0	23.6	23.6	18.6	24.9	25.9	26.3	25.0
Professional growth credits	40.3	35.0	35.7	31.9	30.1	30.1	34.0	34.0	34.5	29.5	32.1	35.1
None of above	22.4	21.9	21.6	22.7	22.6	22.4	22.2	21.7	19.0	24.5	23.1	20.0
Type of professional development activity												
School district sponsored workshop or in-service	83.9	87.3	88.2	85.3	87.1	89.3	90.2	87.9	88.3	87.3	88.1	89.9
School sponsored workshop or in-service	83.9	84.6	85.1	84.8	78.1	80.7	83.8	84.3	76.7	79.1	81.2	82.9
University extension or adult education course	21.9	24.7	25.5	25.1	27.0	26.5	26.2	22.9	27.5	26.2	24.4	24.4
College course in specific subject field	22.7	23.7	23.1	26.5	24.4	24.1	25.9	24.0	28.7	26.7	24.8	26.2
Professional association sponsored workshop	56.6	53.3	53.0	47.0	53.0	53.9	51.2	49.9	55.6	53.4	48.6	49.7
Those who agreed with the following statements about their in-service education or professional development*												
Provided information that was new to me	84.1	84.5	84.7	83.7	85.8	85.5	85.2	84.7	87.1	83.9	85.8	83.1
Changed my views on teaching	41.6	41.2	41.7	44.9	41.7	41.1	36.4	41.8	45.0	42.4	42.2	42.5
Caused me to change my teaching practices	69.2	61.7	63.3	64.3	66.2	65.6	65.7	68.8	67.6	63.7	64.8	65.0
Caused me to seek further information or training	65.9	63.2	63.3	62.8	62.9	64.3	62.5	64.5	61.0	60.9	61.5	62.2
Were generally a waste of my time	13.7	12.6	10.2	11.3	10.2	10.3	9.2	9.3	10.5	11.5	10.5	11.1

* Includes those who responded "strongly agree" or "agree."

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 40-6 Percentage of all teachers who participated in professional development activities, by professional development topic and state: 1994

State	Uses of educational technology for instruction	Methods of teaching in specific subject field	In-depth study in specific field	Student assessment	Cooperative learning in the classroom
All states	**48.8**	**64.0**	**29.8**	**51.1**	**50.8**
Alabama	43.2	71.2	35.2	52.1	54.1
Alaska	63.9	63.0	35.6	50.9	43.2
Arizona	45.8	56.0	26.4	53.8	43.5
Arkansas	33.3	68.4	27.8	47.5	49.1
California	52.6	75.8	39.8	66.8	51.3
Colorado	53.1	58.4	30.5	55.7	40.2
Connecticut	46.4	70.7	37.6	58.9	52.7
Delaware	45.6	66.1	30.4	59.5	48.6
District of Columbia	49.9	66.0	36.4	48.5	66.4
Florida	62.2	66.9	30.6	45.5	53.3
Georgia	45.2	59.6	24.6	37.7	48.6
Hawaii	54.8	69.8	39.9	57.1	62.2
Idaho	42.2	61.0	28.8	40.7	45.7
Illinois	39.0	53.1	21.6	53.5	42.8
Indiana	49.7	55.7	22.7	37.7	46.3
Iowa	55.5	57.9	25.8	54.0	42.8
Kansas	58.2	63.3	27.5	54.2	46.3
Kentucky	75.1	75.0	37.0	87.3	72.1
Louisiana	39.9	67.1	29.1	47.6	50.6
Maine	39.3	59.5	27.4	50.7	51.7
Maryland	46.4	65.2	23.1	54.4	58.5
Massachusetts	42.1	60.9	29.6	43.8	54.5
Michigan	42.3	62.3	25.6	51.4	47.5
Minnesota	53.2	62.9	32.4	49.7	44.2
Mississippi	45.1	65.9	30.8	66.3	65.7
Missouri	45.2	57.1	24.0	42.9	44.9
Montana	54.7	59.8	28.3	43.1	45.9
Nebraska	56.7	55.2	24.6	46.4	42.7
Nevada	30.0	62.7	31.4	40.2	44.6
New Hampshire	49.3	71.4	43.9	53.0	55.4
New Jersey	49.2	64.4	26.7	47.6	49.4
New Mexico	43.0	55.2	24.3	43.9	52.5
New York	37.0	57.6	25.0	43.0	44.3
North Carolina	55.6	69.8	32.2	57.6	55.3
North Dakota	54.9	56.3	27.0	33.8	40.5
Ohio	40.9	61.9	29.0	44.3	47.8
Oklahoma	46.4	65.0	27.7	54.1	60.4
Oregon	45.6	63.2	26.9	55.3	39.0
Pennsylvania	42.1	57.8	24.0	48.7	50.2
Rhode Island	37.5	53.8	21.9	46.5	48.5
South Carolina	40.5	61.5	24.6	45.4	53.6
South Dakota	55.3	52.7	22.8	41.7	49.0
Tennessee	55.8	66.5	24.5	47.9	49.5
Texas	60.2	74.9	40.0	56.8	66.2

Table 40-6 Percentage of all teachers who participated in professional development activities, by professional development topic and state: 1994—Continued

State	Uses of educational technology for instruction	Methods of teaching in specific subject field	In-depth study in specific field	Student assessment	Cooperative learning in the classroom
Utah	59.4	64.7	33.8	43.1	50.9
Vermont	49.8	58.0	33.0	53.7	36.3
Virginia	49.4	61.0	27.8	46.6	52.5
Washington	62.3	63.7	34.9	49.3	45.2
West Virginia	49.2	67.1	29.4	54.3	57.2
Wisconsin	48.7	58.2	28.6	44.4	37.6
Wyoming	56.4	53.3	30.0	46.0	43.7

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 41-1 Public elementary teachers' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their school, by percentage of students eligible for free or reduced-price lunch and school size: School year 1993–94

		Percentage of students eligible for free or reduced-price lunch				School size			
School and classroom decisions	Total	0–5	6–20	21–40	41–100	Less than 150	150–499	500–749	750 and more
Percentage of teachers who reported that teachers had a good deal* of influence in their school over:									
Setting discipline policy	41.8	47.0	42.6	46.1	38.4	52.9	43.1	42.4	34.4
Determining the content of in-service programs	32.6	37.2	34.1	35.0	30.3	35.3	31.8	33.5	32.3
Establishing curriculum	32.2	37.0	35.7	36.4	27.8	46.5	34.6	29.6	27.7
Percentage of teachers who reported a good deal* of control in their classroom over:									
Selecting textbooks and other instructional materials	49.1	51.2	49.4	53.6	46.7	69.9	52.9	46.3	39.9
Selecting content, topics, and skills to be taught	54.2	48.5	50.7	58.1	54.8	73.5	56.6	50.1	51.9
Selecting teaching techniques	83.8	85.3	83.6	87.3	81.9	90.3	84.0	83.5	82.6
Evaluating and grading students	84.0	85.9	83.2	86.4	83.1	86.7	84.8	83.3	83.0
Disciplining students	73.4	75.7	77.1	75.8	70.2	79.2	74.2	73.6	69.9
Determining the amount of homework to be assigned	83.7	79.7	82.6	84.8	84.8	88.6	84.1	83.5	81.8

* Respondents were asked about influence and control on a scale of 0–5, with 0 meaning "no influence" or "no control" and 5 meaning a "great deal of influence" or "complete control." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 41-2 **Public elementary principals' perceptions of the amount of influence groups had over selected school and classroom decisions, by percentage of students eligible for free or reduced-price lunch and school size: School year 1993–94**

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0–5	6–20	21–40	41–100	Less than 150	150–499	500–749	750 and more
Percentage of principals who reported that a group had a good deal* of influence over:									
Setting discipline policy									
State Department of Education	18.4	11.3	15.3	15.0	22.6	19.7	17.6	18.5	21.0
School district staff	55.4	58.4	56.6	53.7	55.5	58.7	53.1	57.4	58.1
School board	61.5	56.7	60.7	63.3	61.9	67.7	60.6	60.4	63.9
Principal	85.5	90.4	86.7	88.3	82.9	89.3	84.7	86.1	85.1
Teachers	75.5	80.7	79.8	79.1	71.3	83.3	74.6	75.8	73.2
Parent association	19.4	25.0	20.2	20.5	18.2	11.0	18.1	22.1	24.1
Determining the content of in-service programs									
State Department of Education	22.0	12.9	16.9	20.2	27.0	20.3	23.4	18.5	24.0
School district staff	67.8	65.5	67.9	68.7	67.3	53.4	69.4	67.7	70.8
School board	20.8	20.1	18.8	19.1	22.6	14.8	21.2	20.2	24.6
Principal	72.5	76.2	74.4	71.0	71.3	75.7	70.8	75.0	71.8
Teachers	70.3	75.0	73.6	73.6	66.3	73.7	68.3	74.0	68.9
Parent association	5.3	3.5	4.1	5.7	6.1	3.3	4.9	5.3	8.3
Establishing curriculum									
State Department of Education	65.8	52.7	62.3	65.7	70.0	59.4	64.2	68.1	71.8
School district staff	64.6	73.6	70.5	62.2	62.1	64.3	64.5	64.8	64.9
School board	39.3	41.4	44.4	35.2	39.2	28.7	40.3	38.2	45.0
Principal	52.2	66.2	54.5	48.8	50.5	63.1	52.0	49.0	52.8
Teachers	59.7	75.1	65.2	60.2	54.1	72.1	59.6	57.6	56.3
Parent association	10.0	14.7	12.0	7.6	9.9	9.0	9.0	11.7	10.8
Deciding how the school budget will be spent									
State Department of Education	30.0	23.4	28.4	31.7	31.3	33.8	30.8	29.4	25.4
School district staff	48.9	42.5	46.2	51.7	49.7	34.4	47.3	52.3	58.6
School board	64.6	62.7	66.0	66.0	63.1	76.3	67.7	57.7	58.6
Principal	64.5	72.2	67.3	65.3	61.9	63.5	62.3	67.6	68.0
Teachers	41.9	44.2	42.9	43.1	40.5	36.1	39.3	47.1	45.2
Parent association	9.0	9.7	7.6	8.8	9.9	5.8	7.4	11.4	13.2

* Respondents were asked about influence and control on a scale of 0–5, with 0 meaning "no influence" or "no control" and 5 meaning a "great deal of influence" or "complete control." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 41-3 Public secondary teachers' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their school, by percentage of students eligible for free or reduced-price lunch and school size: School year 1993–94

		Percentage of students eligible for free or reduced-price lunch				School size			
School and classroom decisions	Total	0–5	6–20	21–40	41–100	Less than 150	150–499	500–749	750 and more
Percentage of teachers who reported that teachers had a good deal* of influence in their school over:									
Setting discipline policy	27.5	28.4	26.7	28.7	26.7	44.0	33.1	29.6	23.8
Determining the content of in-service programs	28.5	31.5	29.3	28.4	26.4	36.0	30.2	28.9	27.4
Establishing curriculum	37.2	42.3	39.6	37.8	31.2	50.7	43.9	38.1	33.9
Percentage of teachers who reported a good deal* of control in their classroom over:									
Selecting textbooks and other instructional materials	62.4	66.1	64.8	62.2	57.4	82.3	73.4	64.3	56.7
Selecting content, topics, and skills to be taught	67.4	68.8	68.5	67.8	64.6	84.5	76.1	69.0	62.9
Selecting teaching techniques	89.2	89.1	90.2	89.9	88.0	93.2	91.1	89.9	88.1
Evaluating and grading students	90.0	90.0	90.5	90.7	89.0	91.7	91.4	90.5	89.3
Disciplining students	64.2	70.0	65.0	64.6	59.1	73.1	68.2	66.6	61.4
Determining the amount of homework to be assigned	89.9	90.0	89.9	90.5	89.4	90.8	91.6	89.1	89.6

* Respondents were asked about influence and control on a scale of 0–5, with 0 meaning "no influence" or "no control" and 5 meaning a "great deal of influence" or "complete control." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 41-4 **Public secondary principals' perceptions of the amount of influence groups had over selected school and classroom decisions, by percentage of students eligible for free or reduced-price lunch and school size: School year 1993–94**

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0-5	6-20	21-40	41-100	Less than 150	150-499	500-749	750 and more
Percentage of principals who reported that a group had a good deal* of influence over:									
Setting discipline policy									
State Department of Education	14.5	14.1	13.0	14.3	17.8	13.4	12.7	17.7	14.8
School district staff	50.1	44.8	48.1	51.3	56.3	47.1	48.6	49.9	52.7
School board	64.8	57.6	62.0	68.9	68.7	62.4	64.2	65.5	66.0
Principal	89.9	91.8	91.5	88.1	89.2	90.3	91.6	91.9	87.4
Teachers	72.5	76.8	75.8	67.6	70.9	70.3	75.2	77.4	68.7
Parent association	15.0	18.4	14.2	13.1	17.3	14.6	12.3	16.6	16.6
Determining the content of in-service programs									
State Department of Education	20.1	11.3	14.8	23.7	28.0	22.6	20.6	18.6	19.3
School district staff	62.9	62.5	59.5	66.8	62.5	55.2	59.0	65.0	68.5
School board	18.8	14.1	14.5	21.9	23.5	18.6	18.4	19.0	19.1
Principal	72.0	74.7	71.3	72.2	72.6	73.4	73.9	70.8	70.4
Teachers	71.6	77.4	73.2	70.4	68.1	71.1	71.6	69.7	72.9
Parent association	4.7	6.4	3.4	5.5	5.2	7.7	4.7	4.4	3.5
Establishing curriculum									
State Department of Education	62.4	52.1	60.4	66.8	67.2	54.3	63.2	65.0	63.9
School district staff	61.4	64.6	63.2	60.2	58.9	56.4	60.2	61.3	64.5
School board	39.8	39.0	38.8	38.9	42.5	36.0	38.4	41.9	41.5
Principal	58.3	59.1	61.0	57.3	54.7	61.8	62.6	58.4	53.1
Teachers	66.2	74.1	71.1	63.8	57.4	68.4	70.2	64.0	62.9
Parent association	7.9	11.4	6.3	7.9	7.9	6.5	8.1	8.6	7.9
Deciding how the school budget will be spent									
State Department of Education	28.8	19.9	23.7	31.7	37.5	32.7	34.7	27.5	22.9
School district staff	45.6	45.1	43.9	48.8	45.7	29.6	43.2	48.5	52.9
School board	67.8	63.9	66.3	69.7	68.9	72.5	75.0	66.7	60.3
Principal	60.1	65.9	61.9	60.5	54.6	55.2	54.3	61.7	66.3
Teachers	38.6	48.1	38.8	39.4	32.0	38.5	33.1	39.8	42.5
Parent association	4.3	7.0	3.6	3.6	4.7	5.1	3.4	4.1	4.8

* Respondents were asked about influence on a scale of 0–5, with 0 meaning "no influence" and 5 meaning a "great deal of influence." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of principals whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Administrator Questionnaire).

Table 41-5 Public elementary teachers' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their school, by percentage of students eligible for free or reduced-price lunch within urbanicity: School year 1993–94

School and classroom decisions	Central city					Urban fringe					Rural				
	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100
Percentage of teachers who reported that teachers had a good deal* of influence in their school over:															
Setting discipline policy	38.1	38.0	43.9	44.8	35.1	42.6	49.9	42.6	45.9	36.4	43.8	46.0	41.9	46.9	42.6
Determining the content of in-service programs	33.1	40.5	43.8	36.0	30.1	33.7	37.0	33.4	36.0	30.8	31.4	35.5	29.6	33.9	30.1
Establishing curriculum	25.7	31.2	32.8	30.3	22.4	29.9	36.6	32.6	32.5	22.2	38.5	41.3	41.6	41.3	35.6
Percentage of teachers who reported a good deal* of control in their classroom over:															
Selecting textbooks and other instructional materials	42.1	49.5	40.5	47.3	40.6	45.5	48.8	49.3	48.8	38.9	56.9	57.2	54.5	59.0	56.3
Selecting content, topics, and skills to be taught	50.8	47.6	47.3	51.5	51.0	48.9	45.9	50.3	52.2	47.7	60.5	54.9	53.2	64.2	61.9
Selecting teaching techniques	80.9	72.2	81.6	84.9	79.9	84.7	87.8	83.5	87.2	82.6	85.3	87.8	84.9	88.5	83.4
Evaluating and grading students	81.9	74.2	79.6	85.0	82.4	84.8	88.5	84.9	85.9	82.2	85.0	87.3	82.9	87.3	84.2
Disciplining students	69.6	51.3	69.9	74.4	69.5	76.7	78.9	82.5	77.4	69.6	73.7	83.1	73.6	75.5	71.2
Determining the amount of homework to be assigned	80.7	72.6	80.8	80.9	82.0	83.1	82.3	81.2	84.0	86.0	86.2	78.4	85.5	87.0	87.0

* Respondents were asked about influence on a scale of 0–5, with 0 meaning "no influence" and 5 meaning a "great deal of influence." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 41-6 **Public elementary principals' perceptions of the amount of influence groups had over selected school and classroom decisions, by percentage of students eligible for free or reduced-price lunch within urbanicity: School year 1993–94**

School and classroom decisions	Central city					Urban fringe					Rural				
	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100
Percentage of principals who reported that a group had a good deal* of influence over:															
Setting discipline policy															
State Department of Education	21.2	14.8	14.5	12.4	24.7	18.7	12.6	18.8	18.1	22.0	16.6	6.5	12.0	14.6	21.2
School district staff	59.3	68.1	51.7	64.7	58.1	58.6	59.1	62.7	54.6	58.5	51.1	51.7	52.1	49.7	52.1
School board	63.4	63.3	54.5	61.6	65.0	61.3	53.9	66.1	66.3	57.9	60.7	60.0	57.5	62.6	61.2
Principal	82.8	86.5	84.6	87.0	81.3	86.0	88.4	86.1	92.6	79.7	86.8	97.0	88.2	86.8	85.4
Teachers	71.9	78.6	76.1	74.2	69.7	77.1	79.4	81.9	81.7	68.2	76.5	84.6	79.0	79.6	73.9
Parent association	22.7	27.7	22.6	25.0	22.0	23.0	24.6	26.2	25.7	19.7	15.2	24.6	12.8	16.7	14.5
Determining the content of in-service programs															
State Department of Education	26.4	11.9	17.1	27.1	29.6	19.7	13.4	16.8	19.0	26.4	20.7	12.4	17.0	18.5	25.1
School district staff	67.9	68.8	63.6	69.1	67.4	70.7	68.0	72.4	74.9	69.2	65.8	58.0	65.1	65.8	66.4
School board	24.4	22.5	11.8	22.3	27.7	21.4	19.4	23.1	19.2	22.2	18.4	20.6	17.2	17.9	18.7
Principal	72.1	65.1	73.2	75.4	70.8	74.2	77.5	72.9	72.1	74.1	71.6	78.8	76.5	69.0	70.5
Teachers	67.5	58.8	76.1	72.2	64.3	72.8	75.4	73.9	73.8	69.2	70.4	82.4	72.1	73.9	66.7
Parent association	6.7	2.6	6.8	8.2	6.5	4.8	3.2	3.4	5.9	6.1	4.8	4.6	3.7	4.7	5.7
Establishing curriculum															
State Department of Education	66.8	60.2	65.0	63.7	68.9	66.4	54.3	64.9	72.3	72.3	64.8	45.3	58.5	63.5	69.8
School district staff	67.4	62.9	70.9	62.4	68.0	70.8	76.8	74.2	69.3	65.9	59.2	71.4	66.2	59.0	55.7
School board	46.2	37.4	46.7	41.8	48.2	43.0	40.9	43.0	42.0	43.7	33.1	44.4	45.0	30.0	30.2
Principal	47.9	51.1	42.2	43.5	49.7	52.8	68.1	51.5	48.4	48.9	54.2	69.4	63.0	50.7	51.9
Teachers	51.0	60.7	56.7	50.3	48.7	63.3	77.7	65.0	62.0	54.0	62.4	76.5	69.1	62.7	58.4
Parent association	12.1	13.5	14.8	9.4	12.0	11.3	17.8	13.2	11.1	7.7	7.9	8.3	9.5	5.4	9.2
Deciding how the school budget will be spent															
State Department of Education	30.0	22.8	20.5	32.0	31.5	26.5	21.8	29.5	27.9	26.0	32.3	27.6	30.6	33.3	33.3
School district staff	55.4	42.3	46.5	57.7	56.5	52.1	44.9	52.2	57.6	52.1	43.2	36.9	39.6	47.2	43.2
School board	55.7	55.6	54.9	59.0	54.3	62.0	61.7	61.6	63.9	59.9	71.3	68.7	75.6	69.3	71.4
Principal	61.1	50.8	64.1	70.0	58.8	67.7	71.8	67.4	68.9	64.0	64.4	84.2	68.7	62.1	63.4
Teachers	46.0	36.8	45.6	52.4	45.3	46.7	45.9	44.2	52.7	43.1	36.6	44.0	40.3	35.7	35.5
Parent association	15.6	11.2	15.0	18.0	15.5	8.7	11.5	6.6	9.4	9.8	5.5	4.9	5.5	5.4	5.6

* Respondents were asked about influence on a scale of 0–5, with 0 meaning "no influence" and 5 meaning a "great deal of influence." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of principals whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Administrator Questionnaire).

Table 41-7 **Public secondary teachers' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their school, by percentage of students eligible for free or reduced-price lunch within urbanicity: School year 1993–94**

School and classroom decisions	Central city					Urban fringe					Rural				
	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100
Percentage of teachers who reported that teachers had a good deal* of influence in their school over:															
Setting discipline policy	24.5	31.4	21.7	26.8	23.6	26.6	29.2	25.5	25.9	25.2	29.9	25.5	29.9	31.1	30.4
Determining the content of in-service programs	26.5	33.8	28.0	27.2	24.4	29.2	31.5	30.2	27.1	25.9	29.2	30.4	29.2	29.7	28.6
Establishing curriculum	30.7	39.9	32.7	34.5	26.4	37.6	40.5	40.1	36.3	28.9	41.0	47.3	42.3	40.2	37.0
Percentage of teachers who reported a good deal* of control in their classroom over:															
Selecting textbooks and other instructional materials	50.9	60.8	54.5	50.9	47.6	60.0	63.5	60.1	59.0	55.1	71.1	74.0	73.2	69.5	68.4
Selecting content, topics, and skills to be taught	60.6	64.0	61.6	62.8	59.1	64.9	66.0	63.5	66.8	63.2	73.4	76.8	75.7	70.9	70.8
Selecting teaching techniques	87.2	87.6	88.5	88.0	86.6	88.8	88.2	89.7	90.2	87.4	90.7	91.4	91.4	90.6	89.6
Evaluating and grading students	89.2	88.8	90.8	89.2	88.2	89.7	89.8	90.0	90.6	89.5	90.8	90.9	90.7	91.5	89.7
Disciplining students	58.9	63.6	61.0	62.1	55.4	64.8	71.0	65.3	61.7	56.7	66.8	70.9	66.5	67.3	63.7
Determining the amount of homework to be assigned	88.7	85.8	89.8	89.2	88.8	89.0	90.3	88.2	90.4	86.6	91.4	91.2	91.4	91.2	91.2

* Respondents were asked about influence and control on a scale of 0–5, with 0 meaning "no influence" or "no control" and 5 meaning a "great deal of influence" or "complete control." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

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Table 41-8 Public secondary principals' perceptions of the amount of influence groups had over selected school and classroom decisions, by percentage of students eligible for free or reduced-price lunch within urbanicity: School year 1993–94

School and classroom decisions	Central city					Urban fringe					Rural				
	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100	Total	0–5	6–20	21–40	41–100
Percentage of principals who reported that a group had a good deal* of influence over:															
Setting discipline policy															
State Department of Education	18.3	8.6	17.5	17.1	23.2	14.4	16.2	14.4	14.2	16.5	13.4	13.4	11.2	13.5	16.0
School district staff	56.2	50.6	50.0	59.7	60.4	49.4	36.2	50.4	59.6	66.5	48.5	53.5	46.5	45.9	53.3
School board	69.9	67.2	68.6	67.9	72.2	61.6	53.8	58.3	71.8	67.4	64.7	59.1	62.4	68.1	67.6
Principal	83.4	83.6	84.7	82.0	83.4	89.5	91.3	90.6	87.2	84.7	92.1	95.2	93.5	90.2	92.1
Teachers	67.1	64.4	72.7	64.1	66.2	73.4	80.4	74.6	65.6	72.4	73.7	76.8	77.1	69.3	72.4
Parent association	17.2	11.3	15.3	16.7	20.9	17.8	23.4	15.7	16.9	17.4	13.2	14.5	13.1	10.7	15.9
Determining the content of in-service programs															
State Department of Education	23.5	11.7	16.1	26.6	29.6	14.8	8.0	15.4	16.9	27.5	21.2	15.3	14.2	25.3	27.4
School district staff	64.5	72.8	62.2	66.6	64.1	65.8	61.7	62.5	71.1	76.6	61.3	59.9	57.3	65.3	59.8
School board	24.4	16.4	17.0	25.9	29.3	17.2	12.3	13.9	22.4	29.8	17.8	15.5	14.2	20.6	20.4
Principal	70.4	73.0	70.6	64.8	76.0	71.7	76.2	67.8	72.5	78.1	72.6	73.4	73.2	74.3	70.4
Teachers	68.4	77.6	75.0	66.2	64.6	73.7	79.7	72.1	72.7	74.9	71.8	74.5	73.3	70.8	68.4
Parent association	5.2	4.9	4.8	4.9	6.6	5.6	9.1	3.8	6.8	3.4	4.1	3.7	2.9	5.2	4.9
Establishing curriculum															
State Department of Education	64.0	53.3	65.7	59.0	69.7	59.2	52.3	55.7	69.8	62.2	63.2	51.3	61.5	68.0	67.0
School district staff	64.6	61.8	62.9	67.1	67.1	64.4	61.2	64.2	64.5	72.7	59.2	69.8	62.8	56.6	53.7
School board	46.6	35.5	45.1	43.8	52.1	39.5	35.7	39.7	41.7	43.0	37.9	44.2	36.9	36.5	38.9
Principal	50.8	64.6	52.0	48.1	49.8	54.7	53.6	58.3	56.2	46.8	62.0	64.0	64.4	60.4	57.7
Teachers	58.7	68.6	66.3	57.7	53.5	64.1	71.1	66.6	58.4	53.6	69.2	79.7	74.4	67.6	59.5
Parent association	9.6	16.7	7.5	10.1	7.7	8.7	11.8	6.8	8.4	9.1	7.0	9.1	5.8	7.1	7.8
Deciding how the school budget will be spent															
State Department of Education	28.9	22.2	22.5	25.9	37.8	20.3	18.6	19.2	19.2	29.3	32.4	20.7	26.2	37.9	38.6
School district staff	56.2	38.7	47.6	65.2	62.8	49.1	48.0	49.8	46.7	53.2	41.0	43.7	40.2	44.8	38.2
School board	60.0	54.4	54.0	62.7	61.9	58.8	58.6	60.2	58.0	50.5	73.8	73.7	72.0	75.9	74.3
Principal	63.4	64.2	68.2	64.9	58.9	69.1	70.5	67.3	70.9	67.9	55.5	60.8	57.9	55.5	50.9
Teachers	41.5	45.2	46.6	44.7	33.8	46.3	51.7	41.4	48.7	50.1	34.5	44.7	35.8	34.5	28.6
Parent association	6.1	3.2	4.3	6.2	7.1	5.7	8.8	4.0	5.6	7.0	3.2	6.1	3.2	2.2	3.5

* Respondents were asked about influence on a scale of 0-5, with 0 meaning "no influence" and 5 meaning a "great deal of influence." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of principals whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Administrator Questionnaire).

Table 41-9 Private school teachers' perceptions of the amount of influence or control teachers had over selected school and classroom decisions in their school, by urbanicity and school size: School year 1993–94

School and classroom decisions	Urbanicity			School size			
	Central city	Urban fringe	Rural	Less than 150	150–499	500–749	750 and more
Percentage of teachers who reported that teachers had a good deal* of influence in their school over:							
Setting discipline policy	56.7	58.6	64.3	66.9	60.6	51.9	42.0
Determining the content of in-service programs	34.5	34.0	38.3	40.2	33.4	34.3	32.8
Establishing curriculum	53.5	55.3	59.5	58.5	54.5	54.2	54.0
Percentage of teachers who reported a good deal* of control in their classroom over:							
Selecting textbooks and other instructional materials	67.9	67.8	68.0	66.4	66.0	71.0	76.3
Selecting content, topics, and skills to be taught	74.9	73.7	75.8	75.7	72.8	76.6	79.0
Selecting teaching techniques	91.9	90.9	92.3	89.6	91.3	93.7	95.3
Evaluating and grading students	92.4	90.6	92.0	91.5	91.7	92.2	90.8
Disciplining students	83.3	84.7	85.9	84.1	84.2	87.1	82.3
Determining the amount of homework to be assigned	87.6	85.8	89.9	86.1	87.1	88.5	90.3

* Respondents were asked about influence and control on a scale of 0–5, with 0 meaning "no influence" or "no control" and 5 meaning a "great deal of influence" or "complete control." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 41-10 Private school principals' perceptions of the amount of influence groups had over selected school and classroom decisions, by urbanicity and school size: School year 1993–94

School and classroom decisions	Urbanicity Central city	 Urban fringe	 Rural	School size Less than 150	 150-499	 500-749	 750 and more
Percentage of principals who reported that a group had a good deal* of influence over:							
Setting discipline policy							
Governing board	38.7	38.3	45.8	42.6	39.5	33.4	21.2
Principal	95.5	97.5	93.9	93.7	97.7	97.3	98.6
Teachers	81.0	82.6	75.5	73.5	87.3	78.3	73.4
Parent association	16.3	14.7	15.5	16.9	15.1	9.1	9.9
Determining the content of in-service programs							
Governing board	26.1	27.8	27.9	22.6	32.2	24.2	20.9
Principal	91.7	91.4	78.4	81.3	94.8	92.8	91.0
Teachers	71.8	65.0	62.4	58.8	74.5	72.7	71.8
Parent association	5.8	3.3	3.1	4.9	3.9	1.6	3.2
Establishing curriculum							
Governing board	39.4	35.9	38.9	31.7	45.0	35.9	24.4
Principal	85.6	87.5	73.7	79.1	86.6	90.4	91.8
Teachers	73.0	76.7	73.4	70.5	78.2	75.2	76.1
Parent association	8.7	10.0	8.4	10.2	8.6	6.1	3.3
Deciding how the school budget will be spent							
Governing board	53.8	50.1	54.4	53.9	51.9	46.6	54.5
Principal	87.4	89.9	79.2	81.5	90.8	88.8	89.2
Teachers	20.5	20.3	23.5	18.8	23.3	27.0	11.9
Parent association	7.1	5.8	11.7	7.2	8.2	10.1	4.1

* Respondents were asked about influence on a scale of 0-5, with 0 meaning "no influence" and 5 meaning a "great deal of influence." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of principals whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Administrator Questionnaire).

Table 41-11 Teachers' and principals' perceptions of the amount of influence teachers had over selected school and classroom decisions, by state: School year 1993–94

State	Percentage of teachers reporting that teachers had a good deal* of influence in their school over: Setting discipline policy	Determining the content of in-service programs	Establishing curriculum	Percentage of principals reporting that teachers had a good deal* of influence over: Setting discipline policy	Determining the content of in-service programs	Establishing curriculum
Alabama	32.6	30.2	26.4	63.2	59.5	38.3
Alaska	44.1	39.6	43.5	89.9	66.6	71.5
Arizona	42.0	30.9	35.7	79.1	73.4	61.4
Arkansas	28.8	27.7	28.8	68.9	66.5	49.3
California	47.0	35.2	40.4	84.0	75.2	68.8
Colorado	48.4	38.3	46.5	82.2	73.9	78.0
Connecticut	36.1	33.7	39.3	75.6	69.0	64.9
Delaware	27.6	22.0	35.4	61.4	51.9	57.6
District of Columbia	37.5	29.6	29.0	58.9	66.0	51.8
Florida	37.1	32.8	33.3	74.4	65.0	56.7
Georgia	33.7	35.3	28.0	68.7	64.5	44.8
Hawaii	48.1	40.5	52.5	77.3	91.0	77.0
Idaho	44.2	27.8	39.4	84.5	69.1	68.8
Illinois	38.7	30.3	39.7	69.1	75.3	74.4
Indiana	36.6	29.3	39.3	77.9	66.9	67.5
Iowa	43.5	26.4	47.1	87.9	78.0	76.2
Kansas	43.4	29.9	43.1	81.0	72.0	73.0
Kentucky	40.8	41.5	41.5	77.1	72.2	66.4
Louisiana	39.1	27.1	27.0	57.7	50.9	43.7
Maine	45.4	42.7	46.9	83.2	86.9	86.3
Maryland	30.7	26.1	23.7	59.2	54.9	38.6
Massachusetts	32.2	23.7	38.8	75.6	67.6	71.3
Michigan	45.0	35.7	45.4	77.0	69.7	63.3
Minnesota	50.7	37.2	53.5	89.1	84.5	86.2
Mississippi	34.4	33.6	27.7	68.9	72.8	60.6
Missouri	35.1	40.8	47.9	75.4	80.3	76.7
Montana	47.6	36.7	55.9	82.3	80.2	82.7
Nebraska	41.5	23.1	48.5	80.5	76.5	79.3
Nevada	37.4	25.9	29.1	68.9	61.3	55.7
New Hampshire	44.6	35.5	55.4	89.7	74.6	82.9
New Jersey	26.7	22.7	33.7	73.4	64.5	68.2
New Mexico	42.1	28.8	42.2	73.0	62.4	83.2
New York	33.9	26.5	33.0	82.7	59.4	65.3
North Carolina	33.4	33.8	24.1	65.1	69.1	35.3
North Dakota	46.1	28.5	44.9	78.3	68.3	71.1
Ohio	34.9	32.5	34.5	71.9	61.9	49.2
Oklahoma	32.5	43.6	33.6	71.0	71.0	59.3
Oregon	47.3	30.6	47.3	82.2	79.9	71.6
Pennsylvania	37.0	23.0	38.4	70.4	65.2	59.2
Rhode Island	32.3	29.2	37.0	80.1	37.7	73.0
South Carolina	29.8	28.1	35.1	67.3	70.2	65.1
South Dakota	47.4	36.8	47.7	86.6	78.3	75.3
Tennessee	38.4	28.2	26.2	66.1	56.8	33.4
Texas	30.1	27.3	32.5	68.1	74.4	53.3

Table 41-11 Teachers' and principals' perceptions of the amount of influence teachers had over selected school and classroom decisions, by state: School year 1993–94—Continued

	Percentage of teachers reporting that teachers had a good deal* of influence in their school over:			Percentage of principals reporting that teachers had a good deal* of influence over:		
State	Setting discipline policy	Determining the content of in-service programs	Establishing curriculum	Setting discipline policy	Determining the content of in-service programs	Establishing curriculum
Utah	49.3	29.3	36.6	85.7	72.9	68.1
Vermont	51.2	49.2	59.1	89.0	90.3	81.3
Virginia	33.1	25.2	30.6	68.2	69.5	56.2
Washington	52.7	46.2	49.4	87.8	84.5	78.9
West Virginia	41.0	33.4	33.7	70.1	56.4	43.7
Wisconsin	45.7	34.8	51.4	85.5	77.6	73.7
Wyoming	44.2	29.0	48.3	78.7	69.7	79.1

* Respondents were asked about influence on a scale of 0–5, with 0 meaning "no influence" and 5 meaning a "great deal of influence." Responses 4 and 5 were combined in this analysis.

NOTE: Excludes a small number of teachers and principals whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher and Administrator Questionnaires).

Table 42-1 Average hours per week full-time public school teachers spent at school and in school-related activities, class size, and classes taught per day, by selected school characteristics: School year 1993–94

School characteristics	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends: Total	Average hours spent before and after school and on weekends: Activities involving students	Average hours spent before and after school and on weekends: Other related activities	Average class size	Average number of classes taught per day*
Total	**45.2**	**33.2**	**12.1**	**3.3**	**8.7**	**23.2**	**5.6**
Urbanicity							
Central city	44.2	32.6	11.6	3.0	8.6	24.1	5.5
Urban fringe/large town	45.3	32.9	12.4	3.1	9.4	24.1	5.5
Rural/small town	45.8	33.7	12.1	3.7	8.4	22.0	5.7
Percentage of students eligible for free or reduced-price lunch							
0-5	45.8	32.6	13.3	3.8	9.5	23.4	5.5
6-20	46.1	33.1	12.9	3.7	9.2	23.2	5.5
21-40	45.9	33.7	12.1	3.5	8.7	23.2	5.6
41-100	44.0	33.0	11.0	2.7	8.3	23.1	5.7
Percentage of students eligible for free or reduced-price lunch within urbanicity							
Central city							
0-5	45.1	33.1	12.1	2.9	9.2	23.6	5.6
6-20	45.0	32.7	12.3	3.3	9.0	24.7	5.3
21-40	45.6	33.2	12.4	3.4	9.1	24.4	5.4
41-100	43.2	32.4	10.9	2.6	8.2	23.7	5.7
Urban fringe/large town							
0-5	45.5	32.1	13.3	3.8	9.5	24.0	5.4
6-20	46.0	33.0	13.0	3.4	9.6	23.9	5.5
21-40	45.5	33.3	12.2	2.9	9.3	24.2	5.6
41-100	44.3	32.9	11.5	2.3	9.2	25.1	5.5
Rural/small town							
0-5	47.0	33.2	13.9	4.3	9.5	22.3	5.6
6-20	46.6	33.5	13.2	4.3	8.8	21.9	5.7
21-40	46.2	34.2	12.0	3.8	8.1	22.2	5.8
41-100	44.7	33.7	11.0	3.1	8.0	21.8	5.7
School size							
Less than 150	46.4	34.5	11.9	4.3	7.5	15.4	6.2
150-499	44.2	32.8	11.4	2.7	8.6	20.7	6.0
500-749	45.3	33.4	12.0	2.8	9.2	23.3	5.7
750 or more	45.9	33.2	12.7	4.1	8.6	24.5	5.4
Percentage of minority students							
Less than 20 percent	45.7	33.4	12.3	3.5	8.9	22.6	5.7
20 percent or more	44.7	32.9	11.8	3.2	8.6	23.8	5.5

* Since elementary teachers do not tend to teach separate classes, only 8 percent of the teachers who responded to this question were elementary teachers, while 92 percent were secondary teachers.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table 42-2 Average hours per week full-time private school teachers spent at school and in school-related activities, class size, and classes taught per day, by selected school characteristics: School year 1993–94

School characteristics	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends			Average class size	Average number of classes taught per day*
			Total	Activities involving students	Other related activities		
Total	**47.1**	**34.2**	**12.9**	**3.6**	**9.3**	**19.6**	**6.0**
Urbanicity							
Central city	47.0	34.2	12.8	3.7	9.1	20.3	6.0
Urban fringe/large town	47.0	34.2	12.8	3.5	9.3	20.1	6.1
Rural/small town	47.6	34.3	13.3	3.6	9.7	16.6	6.0
School size							
Less than 150	45.5	34.2	11.3	2.2	9.0	11.6	6.3
150–499	47.1	34.3	12.9	3.5	9.3	19.1	6.3
500–749	47.3	34.0	13.3	4.1	9.3	21.4	5.7
750 or more	50.1	34.4	15.7	6.2	9.5	22.9	5.7
Percentage of minority students							
Less than 20 percent	47.1	34.3	12.8	3.5	9.3	19.3	6.1
20 percent or more	47.2	34.0	13.1	4.0	9.2	20.1	5.8

* Since elementary teachers do not tend to teach separate classes, only 8 percent of the teachers who responded to this question were elementary teachers, while 92 percent were secondary teachers.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire. Details may not add to totals due to rounding.

Table 42-3 Percentage of full-time public and private school teachers who participated in school committees, by type of committee, selected school characteristics, and years of teaching experience: School year 1993–94

	Public			Private		
School characteristics and years of experience	Committee to integrate academic skills into vocational education	Other curriculum committee	Committee on selecting textbooks or materials	Committee to integrate academic skills into vocational education	Other curriculum committee	Committee on selecting textbooks or materials
Total	**16.4**	**41.0**	**30.0**	**8.6**	**28.7**	**35.9**
Urbanicity						
Central city	17.2	37.4	25.8	9.3	29.2	36.5
Urban fringe/large town	15.3	43.8	29.7	8.0	30.8	35.3
Rural/small town	16.8	41.3	33.1	8.0	23.6	35.7
Percentage of students eligible for free or reduced-price lunch						
0–5	18.3	46.8	31.4	—	—	—
6–20	17.9	43.6	31.4	—	—	—
21–40	16.7	41.3	29.7	—	—	—
41–100	14.8	37.5	29.2	—	—	—
Percentage of students eligible for free or reduced-price lunch within urbanicity						
Central city						
0–5	18.1	43.5	27.6	—	—	—
6–20	18.8	41.9	25.7	—	—	—
21–40	18.0	38.9	25.1	—	—	—
41–100	15.9	34.7	26.2	—	—	—
Urban fringe/large town						
0–5	18.2	48.1	30.4	—	—	—
6–20	16.3	45.6	30.7	—	—	—
21–40	15.2	42.6	31.0	—	—	—
41–100	12.4	38.3	26.4	—	—	—
Rural/small town						
0–5	18.4	45.7	35.4	—	—	—
6–20	19.0	42.6	34.9	—	—	—
21–40	16.9	41.8	31.2	—	—	—
41–100	14.9	40.1	33.5	—	—	—
School size						
Less than 150	19.2	38.5	34.1	7.5	19.2	27.8
150–499	15.2	43.6	33.2	9.3	30.2	38.7
500–749	14.6	41.7	29.2	8.8	33.1	37.5
750 or more	18.7	38.4	27.6	7.2	35.0	37.2
Percentage of minority students						
Less than 20 percent	16.1	44.4	32.6	7.8	28.6	36.7
20 percent or more	16.8	37.4	27.3	10.5	29.0	33.9
Years of teaching experience						
Less than 4 years	10.7	25.6	17.7	3.7	14.6	16.3
4 years or more	16.9	42.3	31.1	9.4	31.0	39.1

— Not applicable.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 42-4 Average hours per week full-time teachers spent at school and in school-related activities, class size, and classes taught per day, by state: School year 1993–94

			Average hours spent before and after school and on weekends				
State	Average hours worked per week	Average hours required at school	Total	Activities involving students	Other related activities	Average class size	Average number of classes taught per day*
Alabama	43.3	32.5	10.8	3.2	7.6	23.1	5.5
Alaska	47.9	34.2	13.7	4.0	9.7	21.1	5.9
Arizona	49.1	35.2	13.8	4.2	9.6	24.9	5.7
Arkansas	42.5	32.9	9.7	2.7	7.0	21.2	5.6
California	45.6	31.8	13.8	3.3	10.5	27.9	5.4
Colorado	49.8	35.8	14.0	3.9	10.2	24.0	5.5
Connecticut	43.9	31.1	12.8	2.7	10.1	18.0	5.9
Delaware	46.8	33.9	13.0	3.4	9.6	23.2	5.8
District of Columbia	44.4	32.3	12.1	3.4	8.7	20.5	5.2
Florida	44.4	33.7	10.7	2.7	7.9	25.4	5.5
Georgia	46.1	35.4	10.7	3.2	7.5	23.3	5.5
Hawaii	48.0	33.9	14.1	3.1	11.1	22.3	6.1
Idaho	47.4	34.6	12.9	3.8	9.1	23.3	5.6
Illinois	45.3	32.7	12.6	3.5	9.1	23.2	5.7
Indiana	45.9	33.3	12.6	3.7	8.9	22.8	5.6
Iowa	48.2	36.1	12.1	3.9	8.2	21.5	6.2
Kansas	46.9	34.2	12.7	4.6	8.2	20.7	5.9
Kentucky	45.2	32.0	13.2	4.2	9.0	22.9	5.5
Louisiana	42.3	31.9	10.4	2.9	7.5	22.9	5.7
Maine	46.4	33.8	12.6	2.5	10.1	17.8	6.1
Maryland	47.8	34.5	13.4	2.9	10.5	23.6	5.5
Massachusetts	42.4	30.4	12.1	2.9	9.2	20.3	5.9
Michigan	44.7	32.0	12.7	2.9	9.9	24.5	5.6
Minnesota	47.8	35.7	12.1	3.4	8.7	24.6	5.6
Mississippi	43.7	33.7	10.0	3.2	6.8	22.5	5.3
Missouri	45.8	33.1	12.7	3.9	8.8	22.3	5.9
Montana	48.7	35.8	12.9	4.6	8.2	19.1	5.9
Nebraska	49.5	36.8	12.7	4.7	8.0	18.7	6.2
Nevada	43.1	31.1	12.0	2.8	9.3	25.6	5.6
New Hampshire	47.1	32.8	14.3	3.8	10.5	19.8	5.3
New Jersey	41.5	30.5	11.1	3.1	7.9	19.9	5.9
New Mexico	44.0	32.0	12.0	3.3	8.7	23.3	5.5
New York	43.6	32.3	11.3	3.1	8.3	22.4	5.9
North Carolina	47.5	34.8	12.7	4.0	8.7	22.0	5.2
North Dakota	48.2	34.9	13.3	4.6	8.6	20.8	5.9
Ohio	45.5	32.4	13.1	3.4	9.7	22.0	5.8
Oklahoma	45.4	33.2	12.2	4.6	7.6	20.3	5.6
Oregon	50.4	37.1	13.3	4.0	9.3	24.0	5.8
Pennsylvania	43.7	32.9	10.8	2.5	8.3	23.0	6.2
Rhode Island	39.9	28.6	11.3	2.8	8.6	20.3	5.9
South Carolina	44.3	33.5	10.8	2.7	8.1	22.1	5.2
South Dakota	47.4	35.0	12.4	3.8	8.6	20.2	5.8
Tennessee	43.5	32.6	10.8	3.2	7.7	23.7	5.2
Texas	47.0	35.0	12.1	3.8	8.3	21.7	5.4

Table 42-4 Average hours per week full-time teachers spent at school and in school-related activities, class size, and classes taught per day, by state: School year 1993–94—Continued

State	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends			Average class size	Average number of classes taught per day*
			Total	Activities involving students	Other related activities		
Utah	46.8	34.8	12.0	3.7	8.3	28.3	5.9
Vermont	48.7	33.7	15.0	3.8	11.3	18.4	5.4
Virginia	45.3	32.4	12.9	2.9	10.0	20.4	5.2
Washington	47.1	33.9	13.2	3.7	9.5	24.7	5.5
West Virginia	44.3	33.8	10.5	2.9	7.7	21.9	5.8
Wisconsin	48.4	36.0	12.4	3.9	8.6	22.4	5.8
Wyoming	47.2	34.1	13.1	4.8	8.3	19.4	5.9

* Since elementary teachers do not tend to teach separate classes, only 8 percent of the teachers who responded to this question were elementary teachers, while 92 percent were secondary teachers.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 43-1 Mean classroom hours per week, mean student contact hours per week, and average class size for full-time postsecondary faculty, by academic rank, type and control of institution, and academic discipline of class taught: Fall 1987 and fall 1992

Characteristics	Mean classroom hours per week	Mean student contact hours per week	Average class size
		Fall 1992	
Total*	**11.0**	**337.4**	**30.6**
Academic rank			
Full professor	9.6	323.7	33.6
Associate professor	10.1	324.9	31.5
Assistant professor	10.6	312.5	30.1
Instructor	15.9	434.0	26.3
Lecturer	9.0	301.8	34.8
Type of institution			
Research	6.9	270.3	38.9
Doctoral	9.2	356.7	39.7
Comprehensive	10.8	318.5	29.1
Liberal arts	11.0	242.2	21.4
2-year	16.2	451.9	27.3
Control of institution			
Public	11.4	358.5	31.8
Private	10.0	286.2	27.8
Academic discipline of class taught			
Agriculture	11.0	311.1	28.3
Business	11.0	317.9	29.2
Education	10.2	276.9	25.8
Engineering	9.6	243.9	25.3
Fine arts	12.4	269.3	21.5
Humanities	10.9	296.0	26.8
Natural sciences	10.2	376.4	36.4
Social sciences	9.5	357.9	36.0

Table 43-1 **Mean classroom hours per week, mean student contact hours per week, and average class size for full-time postsecondary faculty, by academic rank, type and control of institution, and academic discipline of class taught: Fall 1987 and fall 1992—Continued**

Characteristics	Mean classroom hours per week	Mean student contact hours per week	Average class size
		Fall 1987	
Total*	**9.8**	**300.4**	**30.0**
Academic rank			
Full professor	8.6	277.9	32.8
Associate professor	9.1	314.5	33.6
Assistant professor	9.3	262.2	28.0
Instructor	13.4	371.2	26.9
Lecturer	9.2	424.2	41.6
Type of institution			
Research	6.5	252.5	38.5
Doctoral	8.4	279.0	33.8
Comprehensive	10.5	305.5	29.0
Liberal arts	10.6	235.7	21.4
2-year	15.0	416.6	26.5
Control of institution			
Public	10.2	324.1	31.5
Private	8.8	247.4	28.3
Academic discipline of class taught			
Agriculture	8.8	247.0	29.6
Business	10.6	327.5	29.9
Education	9.8	259.7	24.5
Engineering	9.5	256.4	27.2
Fine arts	12.1	279.5	22.1
Humanities	10.1	276.9	26.6
Natural sciences	9.4	352.9	36.0
Social sciences	8.7	328.5	37.0

* Included in the total but not shown separately are other types of academic ranks, institutions, and academic disciplines.

NOTE: See the supplemental note to this indicator for definitions of classroom and student contact hours.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1993.

Table 43-2 Percentage of time full-time postsecondary faculty spent on various activities, by control of institution and academic discipline of class taught: Fall 1987 and fall 1992

Control of institution and academic discipline	Total	Teaching[1]	Research/ scholarship	Professional growth	Admin- istration	Outside consulting/ freelance work	Service and other
				Fall 1992			
Total[2]	**100.0**	**54.4**	**17.6**	**4.6**	**13.1**	**2.7**	**7.4**
Control of institution							
Public	100.0	55.1	17.6	4.7	12.5	2.6	7.4
Private	100.0	52.7	17.7	4.5	14.6	2.8	7.6
Academic discipline of class taught							
Agriculture	100.0	45.3	27.0	4.4	13.0	2.5	7.9
Business	100.0	57.8	14.0	5.5	11.9	4.8	5.9
Education	100.0	54.6	11.4	5.4	16.5	2.8	9.1
Engineering	100.0	52.2	24.2	3.9	10.8	3.6	5.1
Fine arts	100.0	57.9	14.6	5.9	11.9	4.2	5.5
Humanities	100.0	63.1	14.6	4.1	12.4	1.5	4.1
Natural sciences	100.0	55.3	23.6	3.8	11.0	1.9	4.3
Social sciences	100.0	52.8	20.4	4.1	13.3	2.8	6.4
				Fall 1987			
Total[2]	**100.0**	**57.1**	**17.3**	**4.6**	**13.2**	**2.5**	**5.4**
Control of institution							
Public	100.0	58.1	16.9	4.7	12.9	2.6	5.0
Private	100.0	55.1	18.2	4.2	13.8	2.3	6.5
Academic discipline of class taught							
Agriculture	100.0	54.9	23.3	4.3	12.7	1.9	2.9
Business	100.0	64.5	12.4	4.2	11.5	4.9	2.5
Education	100.0	62.0	9.5	4.3	16.4	2.2	5.6
Engineering	100.0	60.6	18.5	3.6	11.5	4.2	1.7
Fine arts	100.0	57.0	18.1	7.4	11.3	3.5	2.6
Humanities	100.0	64.8	14.7	3.0	14.0	1.3	2.5
Natural sciences	100.0	58.6	21.9	3.7	11.7	2.0	2.1
Social sciences	100.0	56.6	19.6	3.3	13.4	2.5	4.6

[1] Includes other activities besides teaching in the classroom such as grading papers, preparing for class, developing new curricula, advising or supervising students, and working with student organizations or intramural athletics.

[2] Included in the total but not shown separately are other types of academic disciplines. Totals may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1993.

Note to Indicator 43: Teaching workload and research production of full-time postsecondary faculty

The 1988 National Study of Postsecondary Faculty (NSOPF) was a survey of faculty who had at least some instructional duties (such as teaching one or more courses) in for-credit, higher education courses during the fall 1987 term.

Unlike NSOPF-88, which was limited to faculty whose regular assignments included instruction, the faculty universe for NSOPF-93 was expanded to include anyone who was designated as faculty, whether or not their responsibilities included instruction, as well as other (nonfaculty) personnel with instructional responsibilities.

The analyses for this indicator include all those who had any instructional duties in the fall of 1987 and 1992. Therefore, it includes those faculty whose principal activity that semester was research, technical, clinical, service, or administration, as long as the faculty member taught at least one class for credit. In fact, in fall 1992, 15 percent of all faculty who taught at least one class for credit had a principal activity other than teaching.

The analysis for the indicators using NSOPF categorizes institutions of higher education into five types, as shown below. Remaining institutions, such as religious or specialized institutions, were included in the totals but are not shown separately.

Types of institutions

Research university: Institution among the 100 leading universities that receives federal research funds. Each of these universities awards substantial numbers of doctorates across many fields.

Doctoral university: Institution that offers a full range of baccalaureate programs and Ph.D. degrees in at least three disciplines, but tends to be less focused on research and receives fewer federal research dollars than the research universities.

Comprehensive institution: Institution that offers liberal arts and professional programs. The master's degree is the highest degree offered.

Liberal arts institution: Institution that is smaller and generally more selective than comprehensive colleges and universities. A liberal arts institution primarily offers bachelor's degrees, although some offer master's degrees.

2-year institution: Institution that offers certificate or degree programs through the Associate of Arts level. Two-year institutions, with few exceptions, offer no bachelor's degrees, although some offer master's degrees.

Time allocation

NSOPF survey respondents were asked to estimate the percentage of total working hours they spent on each of the activities below:

Teaching: Includes teaching; grading papers; preparing courses; developing new curricula; advising or supervising students; or working with student organizations or intramural sports.

Research/scholarship: Includes conducting research; reviewing or preparing articles or books; attending or preparing for professional meetings or conferences; reviewing proposals; seeking outside funding; giving performances or exhibitions in the fine or applied arts; or giving speeches.

Professional growth: Includes taking courses or pursuing an advanced degree or other professional development activities to remain current in their field of practice.

Administration: Performing administrative activities.

Outside consulting or freelance work: Conducting outside consulting or other employment.

Service/other: Includes providing legal or medical service or psychological counseling to clients or patients; providing paid or unpaid community or public service, or service to professional societies/associations; or participating in other activities or work not listed above.

Classroom and student contact hours

Classroom hours: The number of hours per week faculty members spent teaching.

Student contact hours: The sum of the number of hours per week faculty members spent teaching over all classes, multiplied by the number of students in each class.

Class size: The total number of student contact hours divided by the mean number of classroom hours faculty spent per week.

Research Production

List below are the specific types of research produced by faculty and the corresponding categories used to discuss these activities in *Indicator 59*.

Articles/Creative works	Articles published in refereed professional or trade journals
	Articles published in nonrefereed professional or trade journals
	Creative works published in juried media
	Creative works published in nonjuried media or in-house newsletters
	Chapters in edited volumes
	Text books
	Other books
	Monographs
Presentations/exhibitions	Presentations at conferences, workshops, etc.
	Exhibitions or performances in the fine or applied arts
Other published reviews of books, articles, or creative works	Research or technical reports disseminated internally or to clients
	Patents or copyrights
	Computer software products

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Profiles of Faculty in Higher Education Institutions*, 1988.

Table 44-1 Elementary and secondary school enrollment (in thousands), by control and level of school, with projections: Fall 1970-2007

		Public schools			Private schools[1]		
Fall of year	Total	Grades K-12[2]	Grades K-8[2]	Grades 9-12	Grades K-12[2]	Grades K-8[2]	Grades 9-12
1970	51,257	45,894	32,558	13,336	5,363	4,052	1,311
1971	51,271	46,071	32,318	13,753	5,200	3,900	1,300
1972	50,726	45,726	31,879	13,848	5,000	3,700	1,300
1973	50,445	45,445	31,401	14,044	5,000	3,700	1,300
1974	50,073	45,073	30,971	14,103	5,000	3,700	1,300
1975	49,819	44,819	30,515	14,304	5,000	3,700	1,300
1976	49,478	44,311	29,997	14,314	5,167	3,825	1,342
1977	48,717	43,577	29,375	14,203	5,140	3,797	1,343
1978	47,637	42,551	28,463	14,088	5,086	3,732	1,353
1979	46,651	41,651	28,034	13,616	5,000	3,700	1,300
1980	46,208	40,877	27,647	13,231	5,331	3,992	1,339
1981	45,544	40,044	27,280	12,764	5,500	4,100	1,400
1982	45,166	39,566	27,161	12,405	5,600	4,200	1,400
1983	44,967	39,252	26,981	12,271	5,715	4,315	1,400
1984	44,908	39,208	26,905	12,304	5,700	4,300	1,400
1985	44,979	39,422	27,034	12,388	5,557	4,195	1,362
1986	45,205	39,753	27,420	12,333	5,452	4,116	1,336
1987	45,488	40,008	27,933	12,076	5,479	4,232	1,247
1988	45,430	40,189	28,501	11,687	5,241	4,036	1,206
1989	45,898	40,543	29,152	11,390	5,355	4,162	1,193
1990	46,448	41,217	29,878	11,338	5,232	4,095	1,137
1991	47,246	42,047	30,506	11,541	5,199	4,074	1,125
1992[3]	48,198	42,823	31,088	11,735	5,375	4,212	1,163
1993[3]	48,936	43,465	31,504	11,961	5,471	4,280	1,191
1994[3,4]	49,705	44,109	31,894	12,214	5,596	4,360	1,236
1995[3,4]	50,362	44,662	32,085	12,576	5,700	4,431	1,269
1996[4]	51,484	45,700	32,826	12,874	5,784	4,490	1,293
				Projected			
1997	52,217	46,353	33,216	13,138	5,863	4,544	1,320
1998	52,725	46,806	33,512	13,294	5,920	4,584	1,335
1999	53,132	47,170	33,699	13,470	5,963	4,610	1,353
2000	53,465	47,467	33,858	13,609	5,998	4,631	1,367
2001	53,735	47,707	33,994	13,713	6,028	4,650	1,377
2002	53,962	47,911	34,078	13,832	6,051	4,662	1,389
2003	54,117	48,053	34,044	14,010	6,064	4,657	1,407
2004	54,250	48,180	33,861	14,319	6,070	4,632	1,438
2005	54,349	48,276	33,660	14,617	6,073	4,604	1,468
2006	54,388	48,318	33,488	14,830	6,070	4,581	1,490
2007	54,324	48,262	33,393	14,870	6,061	4,568	1,494

[1] Beginning in fall 1980, data include estimates for the expanded universe of private schools.

[2] Enrollment includes most kindergartners and a relatively small number of nursery school students.

[3] Revised from previously published figures.

[4] Estimates based on preliminary data.

NOTE: The private school enrollment figures for years 1971-75, 1979, 1981-82, 1984, and 1986 are estimated. The 1987 private school enrollment numbers are taken from the Private School Survey (PSS). Private school enrollment figures for grades K-8 and 9-12 for the years 1988-93 are estimated from the K-12 totals. Projections are based on data through 1994. Enrollment figures may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, table 3 and *Projections of Education Statistics to 2007*, 1997, table 1.

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Table 44-2 Percentage of total elementary and secondary school enrollment, by control and level of school, with projections: Fall 1970–2007

		Public schools			Private schools[1]		
Fall of year	Total	Grades K-12[2]	Grades K-8[2]	Grades 9-12	Grades K-12[2]	Grades K-8[2]	Grades 9-12
1970	100.0	89.5	63.5	26.0	10.5	7.9	2.6
1971	100.0	89.9	63.0	26.8	10.1	7.6	2.5
1972	100.0	90.1	62.8	27.3	9.9	7.3	2.6
1973	100.0	90.1	62.2	27.8	9.9	7.3	2.6
1974	100.0	90.0	61.9	28.2	10.0	7.4	2.6
1975	100.0	90.0	61.3	28.7	10.0	7.4	2.6
1976	100.0	89.6	60.6	28.9	10.4	7.7	2.7
1977	100.0	89.4	60.3	29.2	10.6	7.8	2.8
1978	100.0	89.3	59.7	29.6	10.7	7.8	2.8
1979	100.0	89.3	60.1	29.2	10.7	7.9	2.8
1980	100.0	88.5	59.8	28.6	11.5	8.6	2.9
1981	100.0	87.9	59.9	28.0	12.1	9.0	3.1
1982	100.0	87.6	60.1	27.5	12.4	9.3	3.1
1983	100.0	87.3	60.0	27.3	12.7	9.6	3.1
1984	100.0	87.3	59.9	27.4	12.7	9.6	3.1
1985	100.0	87.6	60.1	27.5	12.4	9.3	3.0
1986	100.0	87.9	60.7	27.3	12.1	9.1	3.0
1987	100.0	88.0	61.4	26.5	12.0	9.3	2.7
1988	100.0	88.5	62.7	25.7	11.5	8.9	2.7
1989	100.0	88.3	63.5	24.8	11.7	9.1	2.6
1990	100.0	88.7	64.3	24.4	11.3	8.8	2.4
1991	100.0	89.0	64.6	24.4	11.0	8.6	2.4
1992[3]	100.0	88.8	64.5	24.3	11.2	8.7	2.4
1993[3]	100.0	88.8	64.4	24.4	11.2	9.0	2.4
1994[3,4]	100.0	88.7	64.2	24.6	11.3	8.8	2.5
1995[3,4]	100.0	88.7	63.7	25.0	11.3	8.8	2.5
1996[4]	100.0	88.8	63.8	25.0	11.2	8.7	2.5
Projected							
1997	100.0	88.8	63.6	25.2	11.2	8.7	2.5
1998	100.0	88.8	63.6	25.2	11.2	8.7	2.5
1999	100.0	88.8	63.4	25.4	11.2	8.7	2.5
2000	100.0	88.8	63.3	25.5	11.2	8.7	2.6
2001	100.0	88.8	63.3	25.5	11.2	8.7	2.6
2002	100.0	88.8	63.2	25.6	11.2	8.6	2.6
2003	100.0	88.8	62.9	25.9	11.2	8.6	2.6
2004	100.0	88.8	62.4	24.6	11.2	8.5	2.7
2005	100.0	88.8	61.9	26.9	11.2	8.5	2.7
2006	100.0	88.8	61.6	27.3	11.2	8.4	2.7
2007	100.0	88.8	61.5	27.4	11.2	8.4	2.8

[1] Beginning in fall 1980, data include estimates for the expanded universe of private schools.

[2] Enrollment includes most kindergartners and a relatively small number of nursery school students.

[3] Revised from previously published figures.

[4] Estimates based on preliminary data.

NOTE: The private school enrollment figures for years 1971–75, 1979, 1981–82, 1984, and 1986 are estimated. The 1987 private school enrollment numbers are taken from the Private School Survey (PSS). Private school enrollment figures for grades K-8 private school enrollment numbers are also taken from the PSS. Private school enrollment figures for grades K-8 and 9-12 for the years 1988–93 are estimated from the K-12 totals. Projections are based on data through 1994. Enrollment figures may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, table 3 and *Projections of Education Statistics to 2007*, 1997, table 1.

Table 44-3 Public elementary and secondary school enrollment (in thousands), by region: Fall 1970–95

	United States	Northeast		Midwest		South		West	
Fall of year	Total number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1970	45,893	9,859	21.5	12,935	28.2	14,759	32.2	8,339	18.2
1971	46,071	9,971	21.6	12,969	28.2	14,777	32.1	8,352	18.1
1972	45,726	9,961	21.8	12,868	28.1	14,632	32.0	8,262	18.1
1973	45,444	9,848	21.7	12,666	27.9	14,677	32.3	8,252	18.2
1974	45,073	9,755	21.6	12,510	27.8	14,626	32.5	8,180	18.2
1975	44,819	9,679	21.6	12,294	27.4	14,654	32.7	8,190	18.3
1976	43,310	9,464	21.9	12,097	27.9	14,578	33.7	8,171	18.9
1977	43,577	9,156	21.0	11,763	27.0	14,560	33.4	8,096	18.6
1978	42,550	8,828	20.7	11,320	26.6	14,431	33.9	7,970	18.7
1979	41,650	8,479	20.4	11,031	26.5	14,258	34.2	7,881	18.9
1980	40,877	8,215	20.1	10,698	26.2	14,134	34.6	7,831	19.2
1981	40,044	7,891	19.7	10,372	25.9	13,990	34.9	7,791	19.5
1982	[1]39,566	7,674	19.4	10,139	25.6	13,945	35.2	7,807	19.7
1983	39,252	7,513	19.1	9,986	25.4	13,914	35.4	7,839	20.0
1984	39,208	7,395	18.9	9,889	25.2	13,963	35.6	7,961	20.3
1985	[1]39,422	7,318	18.6	9,862	25.0	14,117	35.8	8,124	20.6
1986	39,753	7,294	18.3	9,871	24.8	14,312	36.0	8,276	20.8
1987	40,008	7,252	18.1	9,870	24.7	14,419	36.0	8,468	21.2
1988	[1]40,189	7,208	17.9	9,846	24.5	14,491	36.1	8,644	21.5
1989	[1]40,543	7,200	17.8	9,849	24.3	14,605	36.0	8,889	21.9
1990	41,217	7,282	17.7	9,944	24.1	14,807	35.9	9,184	22.3
1991	42,047	7,407	17.6	10,080	24.0	15,021	35.7	9,479	22.5
1992[1]	42,823	7,526	17.6	10,198	23.8	15,357	35.9	9,742	22.7
1993[1]	43,465	7,654	17.6	10,289	23.7	15,591	35.9	9,931	22.8
1994[1]	44,109	7,761	17.6	10,385	23.5	15,849	35.9	10,114	22.9
1995[2]	44,662	7,919	17.7	10,487	23.5	16,018	35.9	10,238	22.9

[1] Revised from previously published figures.

[2] Data estimated by state education agencies.

NOTE: Enrollment figures and percentages may not add to totals due to rounding. Enrollment includes most kindergartners and a relatively small number of nursery school students. The regions of the United States for this analysis are those used by the Census Bureau in the Current Population Survey (CPS). The regions and their states follow: Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont. Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin. South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia. West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, table 39.

Table 45-1 **Percentage of public schools that enrolled students with limited English proficiency, that provided bilingual or ESL programs, and that found it difficult or impossible to fill teacher vacancies in this field, by region and state: School years 1987–88, 1990–91, and 1993–94**

Region and state	Percentage of schools with LEP students	Percentage of schools providing:						Percentage of schools with bilingual/ESL vacancies that found them difficult or impossible to fill*	
		Bilingual programs		ESL programs		Either bilingual or ESL programs			
	1993-94	1987-88	1993-94	1987-88	1993-94	1987-88	1993-94	1990-91	1993-94
Total	**46.3**	**20.0**	**17.8**	**34.4**	**42.7**	**39.6**	**44.3**	**38.2**	**27.2**
Region									
Northeast	52.2	20.1	14.1	46.4	53.2	49.8	54.0	39.7	12.8
Midwest	26.6	11.9	9.6	18.9	23.7	23.8	25.2	33.5	23.5
South	44.4	14.9	14.0	28.2	38.7	32.8	40.6	32.1	26.7
West	72.3	40.0	38.3	56.1	66.9	64.4	68.9	44.4	34.5
State									
Alabama	14.5	8.1	1.6	7.5	10.8	12.0	11.1	—	—
Alaska	48.7	73.9	60.5	38.0	48.3	79.2	72.8	—	—
Arizona	87.5	42.9	37.0	63.9	78.5	73.5	80.2	41.3	32.0
Arkansas	28.4	3.9	6.2	7.7	21.3	10.2	22.3	—	—
California	90.3	52.6	53.4	73.4	84.0	80.4	84.6	51.1	41.6
Colorado	56.2	32.0	25.2	52.2	55.9	63.0	58.7	—	—
Connecticut	52.5	23.7	8.5	50.0	56.0	57.6	56.9	—	—
Delaware	62.5	24.2	14.8	22.8	50.5	33.6	50.5	—	—
District of Columbia	47.1	18.2	19.1	28.3	42.4	34.6	44.2	—	—
Florida	66.5	28.8	25.6	38.7	60.2	47.6	60.9	6.8	4.6
Georgia	34.4	8.9	8.7	19.3	32.0	24.1	33.0	—	—
Hawaii	96.3	56.9	39.8	88.1	90.7	95.7	93.7	—	—
Idaho	63.5	27.3	26.4	37.3	52.8	46.7	54.1	—	—
Illinois	33.0	18.9	16.5	27.7	30.0	34.7	30.7	—	—
Indiana	27.5	8.2	5.8	12.1	18.3	13.6	20.2	—	—
Iowa	16.5	8.1	2.8	19.6	18.3	20.9	18.3	—	—
Kansas	15.8	7.4	9.8	16.5	19.2	21.1	20.5	—	—
Kentucky	14.4	5.6	3.2	8.6	12.8	10.2	14.6	—	—
Louisiana	21.6	8.3	7.8	21.2	18.9	24.2	21.9	—	—
Maine	24.2	4.2	3.5	14.6	26.7	18.8	27.8	—	—
Maryland	49.7	8.5	4.5	43.8	48.4	43.8	49.5	—	—
Massachusetts	56.9	29.6	20.5	49.7	55.2	55.4	55.3	—	22.5
Michigan	43.5	26.1	20.0	18.8	34.6	33.8	38.4	—	—
Minnesota	32.4	12.3	5.8	38.8	33.3	40.8	34.1	—	—
Mississippi	14.9	10.6	4.6	8.4	11.8	14.9	12.8	—	—
Missouri	19.0	3.5	2.1	11.7	19.5	13.4	20.2	—	—
Montana	15.3	8.8	8.6	8.7	7.9	13.4	13.7	—	—
Nebraska	12.8	6.1	4.9	12.6	12.5	13.5	15.1	—	—

Table 45-1 **Percentage of public schools that enrolled students with limited English proficiency, that provided bilingual or ESL programs, and that found it difficult or impossible to fill teacher vacancies in this field, by region and state: School years 1987–88, 1990–91, and 1993–94—Continued**

Region and state	Percentage of schools with LEP students	Percentage of schools providing:						Percentage of schools with bilingual/ESL vacancies that found them difficult or impossible to fill*	
		Bilingual programs		ESL programs		Either bilingual or ESL programs			
	1993-94	1987-88	1993-94	1987-88	1993-94	1987-88	1993-94	1990-91	1993-94
Nevada	71.2	16.8	23.1	50.9	66.9	57.2	67.4	—	—
New Hampshire	24.2	15.3	2.7	33.8	33.5	37.6	33.5	—	—
New Jersey	62.9	23.7	17.0	66.0	63.8	67.7	65.2	—	—
New Mexico	77.1	44.7	66.3	49.1	72.2	59.5	77.2	26.5	36.8
New York	69.1	25.7	21.3	56.3	65.9	59.7	66.3	33.6	9.5
North Carolina	48.1	7.2	13.3	13.1	36.5	17.9	38.0	—	—
North Dakota	16.8	7.9	6.2	13.4	15.1	17.3	17.2	—	—
Ohio	24.4	6.9	8.6	15.7	20.9	18.1	22.6	—	—
Oklahoma	38.6	16.2	16.2	15.5	26.0	23.2	31.8	—	—
Oregon	55.3	14.3	20.6	33.9	53.2	36.4	53.2	—	—
Pennsylvania	34.0	10.2	7.1	30.0	40.4	31.8	41.7	—	—
Rhode Island	58.0	26.4	6.3	58.0	50.8	63.7	51.7	—	—
South Carolina	32.7	6.7	2.2	11.9	28.2	11.9	28.2	—	—
South Dakota	8.8	12.7	2.6	9.5	7.1	16.0	7.5	—	—
Tennessee	19.6	6.5	0.8	13.1	13.9	15.8	14.2	—	—
Texas	77.6	34.0	32.1	65.9	71.0	73.4	74.5	45.8	40.1
Utah	61.2	24.1	20.9	20.9	52.7	32.1	53.9	—	—
Vermont	20.1	3.1	3.1	12.9	20.1	14.4	20.1	—	—
Virginia	45.6	4.1	5.2	26.2	42.5	26.2	43.8	—	—
Washington	62.1	27.2	17.8	47.0	58.4	53.2	59.3	—	19.2
West Virginia	7.3	—	0.0	3.4	3.0	4.6	3.0	—	—
Wisconsin	27.2	6.5	6.7	17.2	24.8	19.3	25.1	—	—
Wyoming	17.9	14.1	5.6	23.7	14.8	28.1	15.4	—	—

— Too few sample observations for a reliable estimate.

* Percentage of schools that had difficulty filling vacancies was not available for 1987-88.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88, 1990-91, and 1993-94 (School Questionnaire).

Table 45-2 Percentage of public schools that enrolled students with limited English proficiency, that provided bilingual or ESL programs, and that found it difficult or impossible to fill teacher vacancies in this field, by selected school characteristics: School years 1987–88, 1990–91, and 1993–94

Selected School characteristics	Percentage of schools with LEP students	Percentage of schools providing:						Percentage of schools with bilingual/ESL vacancies that found them difficult or impossible to fill*	
		Bilingual programs		ESL programs		Either bilingual or ESL programs			
	1993-94	1987-88	1993-94	1987-88	1993-94	1987-88	1993-94	1990-91	1993-94
Total	**46.3**	**20.0**	**17.8**	**34.4**	**42.7**	**39.6**	**44.3**	**38.2**	**27.2**
Level of school									
Elementary	48.9	21.0	18.9	35.4	45.0	40.9	46.6	39.9	25.8
Secondary	41.2	18.0	14.8	35.2	38.4	39.3	39.6	38.5	32.0
Urbanicity									
Central city	61.4	32.2	29.2	47.0	54.0	54.0	56.0	40.5	33.1
Urban fringe/large town	60.7	22.0	16.9	49.5	57.6	54.5	58.9	40.4	16.9
Rural/small town	31.1	12.7	12.8	19.5	29.0	23.9	30.6	32.6	30.0
School size									
1-149	15.8	13.0	7.9	12.7	13.3	17.9	15.6	23.8	24.0
150-499	39.3	15.4	14.9	28.8	36.2	33.8	37.9	34.0	21.6
500-749	58.2	24.6	21.0	41.9	54.3	47.5	56.0	41.6	28.9
750 or more	68.1	32.0	27.5	54.5	62.6	60.0	63.3	39.8	31.4
School size within level of school									
Elementary									
1-349	29.2	13.0	11.1	22.2	26.9	26.8	28.7	45.8	19.1
350-549	51.4	20.5	18.0	38.7	47.2	44.8	48.9	37.6	21.0
550 or more	67.8	33.0	28.2	49.8	62.3	56.2	63.7	39.7	31.2
Secondary									
1-349	20.2	12.0	8.7	17.0	17.7	22.1	19.3	—	40.3
350-799	38.2	15.5	13.2	30.9	36.5	34.3	37.7	44.5	33.7
800 or more	65.3	25.4	22.5	53.9	61.0	58.1	61.9	37.2	29.4
School size within urbanicity									
Central city									
1-449	44.4	24.6	21.8	35.6	37.3	43.2	39.9	47.2	30.7
450-649	67.3	30.6	31.2	43.2	59.1	51.6	61.2	44.9	27.4
650 or more	73.6	42.2	35.0	62.7	66.9	68.3	68.1	36.5	38.0
Urban fringe/large town									
1-449	47.1	15.6	10.7	41.5	45.1	45.8	46.5	30.4	2.6
450-649	65.7	24.6	17.1	52.7	60.8	58.7	62.3	52.4	27.0
650 or more	71.4	28.6	23.7	57.9	68.7	62.8	69.7	37.8	17.1
Rural/small town									
1-249	18.1	10.7	9.5	12.7	17.0	16.8	18.9	34.3	13.6
250-449	30.3	12.2	13.0	18.5	28.2	22.9	30.3	26.1	25.0
450 or more	44.4	15.1	15.9	27.4	41.1	32.0	42.0	34.8	39.0

Table 45-2 **Percentage of public schools that enrolled students with limited English proficiency, that provided bilingual or ESL programs, and that found it difficult or impossible to fill teacher vacancies in this field, by selected school characteristics: School years 1987–88, 1990–91, and 1993–94—Continued**

Selected School characteristics	Percentage of schools with LEP students	Percentage of schools providing:						Percentage of schools with bilingual/ESL vacancies that found them difficult or impossible to fill*	
		Bilingual programs		ESL programs		Either bilingual or ESL programs			
	1993-94	1987-88	1993-94	1987-88	1993-94	1987-88	1993-94	1990-91	1993-94
Percentage of students receiving free or reduced-price lunch									
0-5	52.1	16.8	10.3	50.3	52.8	54.5	54.0	44.9	24.6
6-20	46.4	16.5	9.5	35.7	44.0	40.3	44.8	37.0	26.4
21-40	44.7	17.8	16.5	28.1	39.9	33.2	41.3	24.7	25.6
41 or more	48.0	27.9	27.0	34.2	42.8	40.5	45.1	43.9	29.5
Percentage of students receiving free or reduced-price lunch within urbanicity									
Central city									
Less than 20 percent	55.4	24.5	13.6	46.8	48.8	53.8	49.5	39.1	42.5
20 percent or more	63.8	36.5	33.7	47.9	56.1	55.1	58.2	40.9	33.8
Urban fringe/large town									
Less than 20 percent	63.4	18.4	10.1	54.8	62.2	58.7	63.3	41.9	16.8
20 percent or more	59.5	28.4	25.1	40.9	54.8	47.9	56.5	41.2	18.2
Rural/small town									
Less than 20 percent	30.7	11.3	8.0	22.5	30.4	26.5	31.3	33.8	27.8
20 percent or more	32.3	13.5	15.5	18.5	28.6	22.9	30.6	32.8	29.1

— Too few sample observations for a reliable estimate.

* Percentage of schools that had difficulty filling vacancies was not available for 1987-88.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88, 1990-91, and 1993-94 (School Questionnaire).

Table 46-1 Number of children who were served by federally supported programs for students with disabilities, by type of disability: School years ending 1977–95

Type of disability	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
	Number served (in thousands)									
All disabilities	**3,692**	**3,751**	**3,889**	**4,005**	**4,142**	**4,198**	**4,255**	**4,298**	**4,315**	**4,317**
Specific learning disabilities	796	964	1,130	1,276	1,462	1,622	1,741	1,806	1,832	1,862
Speech or language impairments	1,302	1,223	1,214	1,186	1,168	1,135	1,131	1,128	1,126	1,125
Mental retardation	959	933	901	869	829	786	757	727	694	660
Serious emotional disturbance	283	288	300	329	346	339	352	361	372	375
Hearing impairments	87	85	85	80	79	75	73	72	69	66
Orthopedic impairments	87	87	70	66	58	58	57	56	56	57
Other health impairments	141	135	105	106	98	79	50	53	68	57
Visual impairments	38	35	32	31	31	29	28	29	28	27
Multiple disabilities	—	—	50	60	68	71	63	65	69	86
Deaf-blindness	—	—	2	2	3	2	2	2	2	2
Preschool disabled[1]	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)

Type of disability	1987	1988	1989	1990	1991	1992	1993	1994[3]	1995[4]
	Number served (in thousands)								
All disabilities	**4,374**	**4,447**	**4,544**	**4,641**	**4,762**	**4,949**	**5,125**	**5,318**	**5,440**
Specific learning disabilities	1,914	1,928	1,987	2,050	2,130	2,234	2,354	2,424	2,508
Speech or language impairments	1,136	953	967	973	985	997	996	1,005	1,022
Mental retardation	643	582	564	548	534	538	519	536	570
Serious emotional disturbance	383	373	376	381	390	399	401	413	428
Hearing impairments	65	56	56	57	58	60	60	63	65
Orthopedic impairments	57	47	47	48	49	51	52	56	61
Other health impairments	52	45	43	52	55	58	65	82	106
Visual impairments	26	22	23	22	23	24	23	24	25
Multiple disabilities	97	77	85	86	96	97	102	108	89
Deaf-blindness	2	1	2	2	1	1	1	1	1
Preschool disabled[1]	(2)	363	394	422	441	484	531	582	524

— Not available.

[1] Includes preschool children aged 3–5 who were served under Chapter 1 of the Education Consolidation and Improvement Act (ECIA) and those aged 0–5 who were served under Part B of the Individuals with Disabilities Education Act (IDEA), respectively.

[2] Prior to the 1987–88 school year, preschool disabled students were included in the counts by disabling condition. Beginning in the 1987–88 school year, states were no longer required to report preschool students (0–5 years) with disabilities by disabling condition.

[3] Revised from previously published figures.

[4] Data for 1995 are for children aged 3–21.

NOTE: This analysis includes students who were served under Chapter 1 of the ECIA and Part B of IDEA. Counts are based on reports from the 50 states and the District of Columbia only (i.e., figures from the U.S. territories are not included). Increases since 1987–88 are due in part to new legislation enacted in fall 1986, which mandates public school appropriate education services for all disabled children aged 3–5. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Eighteenth Annual *Report to Congress on the Implementation of the Individuals with Disabilities Education Act,* Tables 1.3, AA1, and AA2; and National Center for Education Statistics, *Digest of Education Statistics, 1996,* table 51.

Table 46-2 Participation in special education programs as a percentage of total public school enrollment, by selected types of disability, sex, and race/ethnicity of student: School years ending 1986, 1988, 1990, and 1992

Type of disability	1986	1988	1990	1992
		Total		
All disabilities listed	6.2	6.3	6.8	7.3
Specific learning disabilities	4.3	4.4	4.8	5.3
Mental retardation*	1.3	1.3	1.3	1.3
Serious emotional disturbance	0.6	0.6	0.7	0.7
		Male		
All disabilities listed	8.2	8.6	9.2	9.7
Specific learning disabilities	5.8	6.2	6.6	7.2
Mental retardation*	1.4	1.6	1.6	1.5
Serious emotional disturbance	0.9	0.9	1.0	1.1
		Female		
All disabilities listed	4.0	4.1	4.4	4.7
Specific learning disabilities	2.6	2.7	3.0	3.3
Mental retardation*	1.1	1.1	1.1	1.1
Serious emotional disturbance	0.3	0.2	0.3	0.3
		White		
All disabilities listed	5.9	6.1	6.7	7.2
Specific learning disabilities	4.3	4.5	5.0	5.3
Mental retardation*	1.1	1.0	1.1	1.1
Serious emotional disturbance	0.6	0.6	0.7	0.7
		Black		
All disabilities listed	8.2	8.3	8.7	9.3
Specific learning disabilities	4.4	4.5	5.0	5.8
Mental retardation*	2.7	3.0	2.8	2.5
Serious emotional disturbance	1.0	0.8	0.9	1.0
		Hispanic		
All disabilities listed	5.5	6.2	6.3	6.5
Specific learning disabilities	4.3	4.5	4.7	5.3
Mental retardation*	0.8	1.4	1.3	0.8
Serious emotional disturbance	0.5	0.3	0.3	0.4

* Includes all students classified with any level of mental retardation.

NOTE: The *National Summaries from the Elementary and Secondary School Civil Rights Survey* report includes data for the three disability categories shown. Therefore, the "All disabilities listed" category shown in this table includes only the following three categories: specific learning disabilities, mental retardation, and serious emotional disturbance. Prior to the 1987–88 school year, preschool disabled students were included in the counts by disabling condition. Beginning in the 1987–88 school year, states were no longer required to report preschool students (0–5 years) with disabilities by disabling condition.

SOURCE: U.S. Department of Education, Office for Civil Rights, *National Summaries from the Elementary and Secondary School Civil Rights Survey*, various years.

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Table 46-3 Percentage of public school children with disabilities who were served in various school environments, by type of disability and classroom environment: School years ending 1986–94

Type of disability	1986	1987	1988	1989	1990	1991	1992	1993	1994
			Regular class/resource room combined in regular school building						
All disabilities	**69.0**	**69.2**	**69.0**	**69.6**	**69.2**	**69.3**	**71.2**	**71.5**	**72.9**
Specific learning disabilities	77.8	76.8	76.7	77.5	76.8	76.2	78.8	78.7	80.4
Speech or language impairments	94.7	93.9	94.6	94.6	94.6	92.8	94.6	92.5	95.1
Mental retardation	28.8	29.8	29.2	28.0	26.5	30.4	30.5	33.9	34.7
Serious emotional disturbance	44.1	46.0	45.5	44.2	43.5	45.9	43.6	46.3	46.2
Hearing impairments	43.8	46.9	45.4	48.2	45.3	46.6	47.6	49.2	50.5
Orthopedic impairments	48.0	47.5	45.7	47.8	48.6	51.7	53.4	55.1	58.1
Other health impairments	47.6	59.0	51.5	50.3	53.4	57.8	62.9	67.4	67.1
Visual impairments	62.6	62.3	63.1	65.0	62.8	65.3	60.8	66.6	66.4
Multiple disabilities	20.6	24.3	20.1	21.4	20.5	23.8	24.3	26.7	28.8
Deaf-blindness	26.0	26.1	15.2	17.0	24.6	16.9	12.1	22.0	15.7
			Separate class in regular school building						
All disabilities	**24.4**	**24.8**	**24.7**	**24.2**	**24.9**	**25.1**	**23.5**	**23.5**	**22.7**
Specific learning disabilities	20.8	21.2	21.8	21.0	21.7	22.4	20.1	20.1	18.8
Speech or language impairments	3.7	4.1	3.8	3.8	3.8	5.6	3.9	6.0	4.5
Mental retardation	57.3	58.4	58.0	58.3	61.1	58.3	59.2	56.8	57.0
Serious emotional disturbance	36.1	36.8	34.5	35.8	37.1	35.8	36.9	35.2	35.3
Hearing impairments	32.5	32.9	35.1	33.4	31.7	32.8	31.3	28.1	30.6
Orthopedic impairments	31.0	33.4	32.0	33.7	34.7	33.1	34.4	34.1	33.3
Other health impairments	24.8	19.9	18.8	19.6	24.6	26.3	21.5	20.6	21.3
Visual impairments	19.2	21.9	21.0	20.6	21.1	19.9	19.6	18.0	18.3
Multiple disabilities	44.5	48.2	46.6	46.8	43.7	42.8	47.1	44.6	44.1
Deaf-blindness	22.2	37.5	36.9	29.6	29.9	32.0	36.5	31.4	34.2

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Eighteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, table AB2.

Table 46-4 Percentage distribution of children who were served by federally supported programs for students with disabilities, by type of disability: School years ending 1977–95

Type of disability	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
All disabilities	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Specific learning disabilities	21.6	25.7	29.1	31.9	35.3	38.6	40.9	42.0	42.5	43.1
Speech or language impairments	35.3	32.6	31.2	29.6	28.2	27.0	26.6	26.2	26.1	26.1
Mental retardation	26.0	24.9	23.2	21.7	20.0	18.7	17.8	16.9	16.1	15.3
Serious emotional disturbance	7.7	7.7	7.7	8.2	8.4	8.1	8.3	8.4	8.6	8.7
Hearing impairments	2.4	2.3	2.2	2.0	1.9	1.8	1.7	1.7	1.6	1.5
Orthopedic impairments	2.4	2.3	1.8	1.6	1.4	1.4	1.3	1.3	1.3	1.3
Other health impairments	3.8	3.6	2.7	2.6	2.4	1.9	1.2	1.2	1.6	1.3
Visual impairments	1.0	0.9	0.8	0.8	0.7	0.7	0.7	0.7	0.6	0.6
Multiple disabilities	—	—	1.3	1.5	1.6	1.7	1.5	1.5	1.6	2.0
Deaf-blindness	—	—	0.1	[1]0.0	0.1	[1]0.0	[1]0.0	[1]0.0	[1]0.0	[1]0.0
Preschool disabled[2]	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)

Type of disability	1987	1988	1989	1990	1991	1992	1993	1994[4]	1995[5]
All disabilities	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Specific learning disabilities	43.8	43.4	43.7	44.2	44.7	45.1	45.9	45.6	46.1
Speech or language impairments	26.0	21.4	21.3	21.0	20.7	20.1	19.4	18.9	18.8
Mental retardation	14.7	13.1	12.4	11.8	11.2	10.9	10.1	10.1	10.5
Serious emotional disturbance	8.8	8.4	8.3	8.2	8.2	8.1	7.8	7.8	7.9
Hearing impairments	1.5	1.3	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Orthopedic impairments	1.3	1.1	1.0	1.0	1.0	1.0	1.0	1.1	1.1
Other health impairments	1.2	1.0	0.9	1.1	1.2	1.2	1.3	1.5	1.9
Visual impairments	0.6	0.5	0.5	0.5	0.5	0.5	0.4	0.5	0.5
Multiple disabilities	2.2	1.7	1.9	1.9	2.0	2.0	2.0	2.0	1.6
Deaf-blindness	[1]0.0	[1]0.0	[1]0.0	[1]0.0	[1]0.0	[1]0.0	[1]0.0	[1]0.0	[1]0.0
Preschool disabled[2]	(3)	8.2	8.7	9.1	9.3	9.8	10.4	10.9	9.6

— Not available.

[1] Percents less than 0.05 are rounded to 0.0.

[2] Includes preschool children aged 3-5 who were served under Chapter 1 of the Education Consolidation and Improvement Act (ECIA) and those who were served under Part B of the Individuals with Disabilities and Education Act (IDEA), respectively.

[3] Prior to the 1987-88 school year, preschool disabled students were included in the counts by type of disabling condition. Beginning in the 1987-88 school year, states were no longer required to report preschool students (0-5 years) with disabilities by disabling condition.

[4] Revised from previously published figures.

[5] Data for 1995 are for children aged 3-21.

NOTE: This analysis includes students who were served under Chapter 1 of the ECIA and Part B of IDEA. Counts are based on reports from the 50 states and the District of Columbia only (i.e., figures from the U.S. territories are not included). Increases since 1987-88 are due in part to new legislation enacted in fall 1986, which mandates public school appropriate education services for all disabled children aged 3-5. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Eighteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, *Tables AA1* and AA2; and National Center for Education Statistics, *Digest of Education Statistics, 1996*, table 51.

Table 46-5 Children who were served by federally supported programs for students with disabilities, as a percentage of public K–12 enrollment,[1] by type of disability: School years ending 1977–95

Type of disability	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
All disabilities	**8.3**	**8.6**	**9.1**	**9.6**	**10.1**	**10.5**	**10.8**	**10.9**	**11.0**	**11.0**
Specific learning disabilities	1.8	2.2	2.7	3.1	3.6	4.1	4.4	4.6	4.7	4.7
Speech or language impairments	2.9	2.8	2.9	2.8	2.9	2.8	2.9	2.9	2.9	2.9
Mental retardation	2.2	2.1	2.1	2.1	2.0	2.0	1.9	1.9	1.8	1.7
Serious emotional disturbance	0.6	0.7	0.7	0.8	0.8	0.8	0.9	0.9	0.9	1.0
Hearing impairments	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1
Other health impairments	0.3	0.3	0.2	0.3	0.2	0.2	0.1	0.1	0.2	0.1
Visual impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Multiple disabilities	—	—	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2
Deaf-blindness	—	—	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0
Preschool disabled[3]	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)

Type of disability	1987	1988	1989	1990	1991	1992	1993	1994[5]	1995[6]
All disabilities	**11.0**	**11.1**	**11.3**	**11.4**	**11.6**	**11.8**	**12.0**	**12.2**	**12.3**
Specific learning disabilities	4.8	4.8	4.9	5.1	5.2	5.3	5.5	5.6	5.7
Speech or language impairments	2.9	2.4	2.4	2.4	2.4	2.4	2.3	2.3	2.3
Mental retardation	1.6	1.5	1.4	1.4	1.3	1.3	1.2	1.2	1.3
Serious emotional disturbance	1.0	0.9	0.9	0.9	0.9	0.9	0.9	1.0	1.0
Hearing impairments	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Orthopedic impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other health impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2
Visual impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Multiple disabilities	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Deaf-blindness	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0	[2]0.0
Preschool disabled[3]	(4)	0.9	1.0	1.0	1.1	1.2	1.2	1.3	1.2

— Not available.

[1] Based on the kindergarten through grade 12 enrollment in public schools including a relatively small number of prekindergarten students.

[2] Percents less than 0.05 are rounded to 0.0.

[3] Includes preschool children aged 3–5 who were served under Chapter 1 of the Elementary Consolidation and Improvement Act (ECIA) and those aged 0–5 who were served under Part B of the Individuals with Disabilities Education Act (IDEA), respectively.

[4] Prior to the 1987–88 school year, preschool disabled students were included in the counts by disabling condition. Beginning in the 1987–88 school year, states were no longer required to report disabled preschool students (aged 0–5) by disabling condition.

[5] Revised from previously published figures.

[6] Data for 1995 are for children aged 3–21.

NOTE: This analysis includes students who were served under Chapter 1 of the ECIA and Part B of IDEA. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Eighteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, *Tables 1.3, AA1*, and AA2; and National Center for Education Statistics, *Digest of Education Statistics, 1996*, tables 3 and 51.

Table 46-6 Ratio of the number of students with disabilities per special education teacher serving them, by type of disability: Selected school years ending 1977–94

Type of disability	1977	1978	1979	1980	1981	1982	1983	1990	1991	1992	1993	1994
All disabilities	**21**	**19**	**19**	**18**	**18**	**18**	**18**	**16**	**16**	**16**	**16**	**16**
Specific learning disabilities	18	18	18	17	17	19	21	23	22	23	24	26
Speech or language impairments	71	62	64	49	48	56	58	25	25	23	24	25
Mental retardation	14	12	13	13	12	12	13	13	12	12	12	13
Serious emotional disturbance	13	14	13	12	13	14	13	14	13	14	14	14
Hearing impairments	10	10	9	9	10	9	9	9	9	9	9	10
Orthopedic impairments	16	18	12	14	13	12	13	15	15	14	15	18
Other health impairments	28	26	21	21	31	22	16	19	19	27	30	35
Visual impairments	11	10	8	9	9	10	9	8	8	8	8	9
Multiple disabilities	—	—	—	15	13	13	12	11	13	13	13	14
Deaf-blindness	—	—	—	3	8	5	2	14	4	7	6	8

— Not available.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Eighteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, table 1.9.

Table 47-1 Percentage of high school seniors who reported using alcohol or drugs any time during the previous year, by type of drug: 1975–96

Type of drug	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Alcohol	84.8	85.7	87.0	87.7	88.1	87.9	87.0	86.8	87.3	86.0	85.6
Marijuana	40.0	44.5	47.6	50.2	50.8	48.8	46.1	44.3	42.3	40.0	40.6
Any illicit drug other than marijuana	26.2	25.4	26.0	27.1	28.2	30.4	34.0	30.1	28.4	28.0	27.4
Stimulants	16.2	15.8	16.3	17.1	18.3	20.8	26.0	20.3	17.9	17.7	15.8
Inhalants	—	3.0	3.7	4.1	5.4	4.6	4.1	4.5	4.3	5.1	5.7
LSD	7.2	6.4	5.5	6.3	6.6	6.5	6.5	6.1	5.4	4.7	4.4
Cocaine	5.6	6.0	7.2	9.0	12.0	12.3	12.4	11.5	11.4	11.6	13.1
Sedatives	11.7	10.7	10.8	9.9	9.9	10.3	10.5	9.1	7.9	6.6	5.8
Tranquilizers	10.6	10.3	10.8	9.9	9.6	8.7	8.0	7.0	6.9	6.1	6.1

Type of drug	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Alcohol	84.5	85.7	85.3	82.7	80.6	77.7	76.8	*72.7	*73.0	*73.7	*72.5
Marijuana	38.8	36.3	33.1	29.6	27.0	23.9	21.9	26.0	30.7	34.7	35.8
Any illicit drug other than marijuana	25.9	24.1	21.1	20.0	17.9	16.2	14.9	17.1	18.0	19.4	19.8
Stimulants	13.4	12.2	10.9	10.8	9.1	8.2	7.1	8.4	9.4	9.3	9.5
Inhalants	6.1	6.9	6.5	5.9	6.9	6.6	6.2	7.0	7.7	8.0	7.6
LSD	4.5	5.2	4.8	4.9	5.4	5.2	5.6	6.8	6.9	8.4	8.8
Cocaine	12.7	10.3	7.9	6.5	5.3	3.5	3.1	3.3	3.6	4.0	4.9
Sedatives	5.2	4.1	3.7	3.7	3.6	3.6	2.9	3.4	4.2	4.9	—
Tranquilizers	5.8	5.5	4.8	3.8	3.5	3.6	2.8	3.5	3.7	4.4	4.6

— Not available.

* In 1993, the questions regarding alcohol consumption changed; therefore, data for alcohol use in 1993–96 may not be comparable to earlier years. For example, in 1993, the original wording produced an estimate of 76 percent for alcohol use.

NOTE: Only drug use not under a doctor's orders is included.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

Table 47-2 **Percentage of students who reported using alcohol or drugs any time during the previous 30 days, by type of drug and grade: 1991–1996**

Type of drug and grade	1991	1992	1993	1994	1995	1996
Alcohol						
8th-graders	25.1	26.1	*24.3	*25.5	*24.6	*26.2
10th-graders	42.8	39.9	*38.2	*39.2	*38.8	*40.4
12th-graders	54.0	51.3	*48.6	*50.1	*51.3	*50.8
Marijuana/hashish						
8th-graders	3.2	3.7	5.1	7.8	9.1	11.3
10th-graders	8.7	8.1	10.9	15.8	17.2	20.4
12th-graders	13.8	11.9	15.5	19.0	21.2	21.9
Any illicit drug other than marijuana						
8th-graders	3.8	4.7	5.3	5.6	6.5	6.9
10th-graders	5.5	5.7	6.5	7.1	8.9	8.9
12th-graders	7.1	6.3	7.9	8.8	10.0	9.5
Stimulants						
8th-graders	2.6	3.3	3.6	3.6	4.2	4.6
10th-graders	3.3	3.6	4.3	4.5	5.3	5.5
12th-graders	3.2	2.8	3.7	4.0	4.0	4.1
Inhalants						
8th-graders	4.4	4.7	5.4	5.6	6.1	5.8
10th-graders	2.7	2.7	3.3	3.6	3.5	3.3
12th-graders	2.4	2.3	2.5	2.7	3.2	2.5
LSD						
8th-graders	0.6	0.9	1.0	1.1	1.4	1.5
10th-graders*	1.5	1.6	1.6	2.0	3.0	2.4
12th-graders	1.9	2.0	2.4	2.6	4.0	2.5
Cocaine						
8th-graders	0.5	0.7	0.7	1.0	1.2	1.3
10th-graders	0.7	0.7	0.9	1.2	1.7	1.7
12th-graders	1.4	1.3	1.3	1.5	1.8	2.0
Tranquilizers						
8th-graders	0.8	0.8	0.9	1.1	1.2	1.5
10th-graders	1.2	1.5	1.1	1.5	1.7	1.7
12th-graders	1.4	1.0	1.2	1.4	1.8	2.0
Cigarettes						
8th-graders	14.3	15.5	16.7	18.6	19.1	21.0
10th-graders	20.8	21.5	24.7	25.4	27.9	30.4
12th-graders	28.3	27.8	29.9	31.2	33.5	34.0

* In 1993, the questions regarding alcohol consumption changed; therefore, data for alcohol use in 1993–96 may not be comparable to earlier years. For example, in 1993, the original wording produced an estimate of 26 percent for alcohol use of 8th-graders.

NOTE: Only drug use not under a doctor's orders is included.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

Table 47-3 **Percentage of students who reported using alcohol or drugs any time during the previous year, by type of drug, grade, and selected characteristics: 1995**

	Alcohol			Marijuana			Cocaine			Inhalants			Stimulants		
Selected characteristics	8th	10th	12th	8th	10th	12th	8th	10th	12th	8th	10th	12th	8th	10th	12th
Total	**45.3**	**63.5**	**73.7**	**15.8**	**28.7**	**34.7**	**2.6**	**3.5**	**4.0**	**12.8**	**9.6**	**8.0**	**8.7**	**11.9**	**9.3**
Sex															
Male	46.3	63.4	74.5	17.7	30.6	38.1	2.5	3.5	4.8	11.5	10.3	9.9	7.0	9.6	9.5
Female	44.3	63.6	72.7	13.7	26.5	30.6	2.6	3.3	3.1	14.0	8.9	6.2	10.3	14.1	8.9
College plans															
Less than 4 years or none	59.6	75.0	78.6	30.3	41.8	39.0	7.0	7.2	5.6	19.6	14.6	9.7	17.1	19.9	12.3
Complete 4 years	43.4	61.6	72.0	13.8	26.4	32.6	2.0	2.8	3.4	11.9	8.7	7.4	7.6	10.6	8.3
Region															
Northeast	47.3	65.1	79.0	13.0	28.8	37.7	2.2	2.5	3.8	13.1	10.4	10.3	7.3	9.8	9.6
North Central	46.2	64.3	77.5	17.5	26.6	36.9	2.6	2.9	3.4	13.8	10.4	8.6	10.6	13.3	9.5
South	45.7	63.3	72.6	14.7	28.4	31.8	2.4	3.5	3.6	12.1	9.4	7.0	8.6	12.8	9.2
West	41.4	61.1	64.8	18.4	32.2	33.8	3.3	5.3	5.8	12.4	8.1	6.7	7.9	10.6	8.9
Population density															
Large metropolitan statistical area	43.5	61.0	73.7	15.6	27.8	37.5	2.4	3.4	4.4	11.7	8.7	8.5	7.2	9.2	9.1
Other metropolitan statistical area	46.5	64.6	73.2	17.2	31.2	34.9	2.8	3.5	3.9	13.7	9.7	7.8	8.9	12.8	8.5
Non-metropolitan statistical area	45.1	64.2	74.4	13.7	24.8	31.0	2.4	3.6	3.9	12.3	10.5	7.8	10.1	13.3	10.8
Parents' education range*															
Some high school or less	52.0	65.4	70.8	23.0	32.0	30.9	4.9	5.3	4.8	13.0	9.4	7.5	11.8	14.3	9.9
Some high school to completed high school	50.5	67.4	74.7	17.9	31.8	33.8	2.4	4.3	3.9	13.9	11.0	8.0	10.6	14.2	9.9
Completed high school to some college	48.1	65.7	74.4	17.2	30.0	34.2	2.8	3.7	4.2	14.7	10.2	6.7	10.1	12.4	9.1
Some college to completed college	40.8	61.9	73.2	12.7	27.0	35.0	1.9	2.6	3.7	12.3	9.4	8.9	6.8	10.7	9.2
Completed college to at least some graduate or professional school	40.9	57.9	74.2	13.0	23.4	37.5	2.5	1.9	3.4	11.6	7.0	9.7	6.4	8.8	8.1

* Parents' education range is an average of the reported level of the student's mother and father.

SOURCE: Lloyd D. Johnston, Patrick O'Malley, and Jerald G. Bachman, *National Survey Results on Drug Use from the Monitoring the Future Study, 1975-1995, Volume I, Secondary School Students*, Table 7, Institute for Social Research, University of Michigan, 1996.

Table 47-4 **Percentage of students who had someone offer to sell them drugs at school during the first half of the school year, by grade, number of offers, sex, race/ethnicity, and control of school: Spring 1988, 1990, and 1992**

Sex, race/ethnicity, and control of school	8th-graders in 1988 Ever	8th-graders in 1988 Once or twice	8th-graders in 1988 More than twice	10th-graders in 1990 Ever	10th-graders in 1990 Once or twice	10th-graders in 1990 More than twice	12th-graders in 1992 Ever	12th-graders in 1992 Once or twice	12th-graders in 1992 More than twice
All students	**10.0**	**6.9**	**3.1**	**17.0**	**10.1**	**6.9**	**16.0**	**9.5**	**6.5**
Sex									
Male	12.2	8.1	4.0	21.8	12.6	9.3	21.7	12.0	9.7
Female	7.9	5.7	2.2	12.1	7.6	4.4	10.3	6.9	3.4
Race/ethnicity									
White	9.9	6.9	3.1	17.9	10.6	7.3	16.6	9.7	6.9
Black	7.6	5.8	1.8	10.9	7.1	3.8	9.3	6.5	2.8
Hispanic	14.3	8.9	5.3	17.2	9.4	7.9	21.1	12.2	8.9
Asian/Pacific Islander	4.8	3.5	1.3	13.3	8.5	4.9	11.4	6.7	4.8
American Indian/Alaskan Native	16.4	11.3	5.1	24.6	16.5	8.1	21.1	10.8	10.3
Control of school									
Public	11.0	7.6	3.4	17.7	10.5	7.2	16.7	9.8	6.9
Catholic	2.5	1.6	0.9	11.7	9.0	2.7	12.7	8.7	4.0
Private, other religious affiliation	2.6	1.7	0.9	2.5	1.2	1.4	3.3	2.6	0.7
Private, no religious affiliation	5.0	3.2	1.8	7.2	4.5	2.7	10.3	4.5	5.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Base Year (1988), First Follow-up (1990), and Second Follow-up (1992) Student Surveys.

Table 47-5 Percentage of public school students who had someone offer to sell them drugs at school during the first half of the school year, by grade, number of offers, and selected school characteristics: Spring 1988, 1990, and 1992

	8th-graders in 1988			10th-graders in 1990			12th-graders in 1992		
School characteristics	Ever	Once or twice	More than twice	Ever	Once or twice	More than twice	Ever	Once or twice	More than twice
All public schools	**11.0**	**7.6**	**3.4**	**17.7**	**10.5**	**7.2**	**16.7**	**9.8**	**6.9**
Minority enrollment									
Less than 20 percent	10.1	7.0	3.2	17.4	10.2	7.2	—	—	—
20 percent or more	12.3	8.6	3.7	17.3	10.1	7.2	—	—	—
School size									
Less than 150	7.6	4.4	3.2	2.1	0.0	2.1	9.0	4.5	4.5
150-449	8.7	6.0	2.6	11.5	7.6	3.9	8.9	5.2	3.7
450-749	11.7	8.3	3.4	12.8	7.4	5.4	15.9	8.9	7.0
750 or more	11.9	8.1	3.8	19.2	11.1	8.1	18.4	10.9	7.4
Metropolitan status									
Urban	12.6	9.1	3.5	17.0	9.8	7.2	18.1	10.3	7.8
Suburban	11.3	7.6	3.7	19.3	11.1	8.1	19.3	11.0	8.4
Rural	9.6	6.6	2.9	15.4	9.3	6.1	12.3	8.0	4.3
Percentage of students who received free or reduced-price lunch									
Total									
0-5	9.3	6.4	3.0	19.8	11.8	8.0	20.3	11.4	9.0
6-20	11.8	8.4	3.4	17.8	10.5	7.3	17.2	10.1	7.1
21-40	11.3	7.6	3.7	14.9	8.4	6.4	14.1	8.9	5.2
41 or more	11.2	7.9	3.3	16.1	9.3	6.8	15.8	8.9	6.9
Urban									
0-5	11.5	9.3	2.2	14.0	8.9	5.1	17.6	11.1	6.5
6-20	13.7	9.2	4.5	16.5	9.4	7.1	21.5	13.7	7.8
21-40	13.8	10.4	3.4	17.3	9.1	8.2	17.4	9.6	7.7
41 or more	11.9	8.5	3.4	14.9	8.1	6.8	17.2	8.4	8.8
Suburban									
0-5	9.5	6.0	3.5	21.4	12.9	8.5	22.4	11.9	10.4
6-20	11.8	8.5	3.3	19.4	11.3	8.1	19.3	10.9	8.3
21-40	13.5	8.8	4.7	15.9	7.7	8.2	14.6	9.6	5.0
41 or more	11.7	8.0	3.7	14.3	8.0	6.3	17.7	8.9	8.9
Rural									
0-5	7.7	6.1	1.6	15.6	8.0	7.6	13.4	8.9	4.5
6-20	10.6	7.6	3.0	16.8	10.2	6.6	11.4	6.7	4.7
21-40	9.1	5.8	3.3	13.2	8.3	4.9	12.2	8.2	4.0
41 or more	10.1	7.3	2.8	18.1	11.1	7.0	13.6	9.4	4.3

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Base Year (1988), First Follow-up (1990), and Second Follow-up (1992) Student Surveys.

Table 49-1 Teachers' perceptions and attitudes toward teaching, by control of school: School years 1987–88 and 1993–94

Perceptions and attitudes	Public		Private	
	1987-88	1993-94	1987-88	1993-94
Percentage of teachers who strongly agree with the following:				
Teachers in this school are evaluated fairly	37.8	42.0	51.8	55.2
The principal lets staff members know what is expected of them	48.3	48.0	54.4	56.1
The school administration's behavior toward the staff is supportive and encouraging	40.5	41.2	59.8	60.7
I am satisfied with my teaching salary	7.6	12.3	11.5	13.6
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	11.7	13.8	4.6	4.5
Teachers participate in making most of the important educational decisions in this school	13.7	14.6	27.5	30.3
I receive a great deal of support from parents for the work I do	16.0	12.5	40.1	41.8
Necessary materials are available as needed by the staff	37.4	32.6	52.7	52.9
The principal does a poor job of getting resources for this school	3.9	3.8	3.5	2.3
Routine duties and paperwork interfere with my job of teaching	29.6	26.6	9.4	7.9
My principal enforces school rules for student conduct and backs me up when I need it	50.0	45.8	62.8	63.1
The principal talks with me frequently about my instructional practices	12.4	10.4	18.2	17.4
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	23.8	22.3	38.3	39.5
Most of my colleagues share my beliefs and values about what the central mission of the school should be	35.5	33.2	58.8	62.8
The principal knows what kind of school he/she wants and has communicated it to the staff	45.9	43.1	58.2	61.4
There is a great deal of cooperative effort among the staff members	35.3	33.7	56.7	57.8
In this school, staff members are recognized for a job well done	25.5	25.0	38.8	41.8
I have to follow rules in this school that conflict with my best professional judgment	5.9	5.4	4.1	3.4
I am satisfied with my class size	35.8	32.0	57.8	58.9
I make a conscious effort to coordinate the content of my courses with that of other teachers	40.5	38.2	42.9	42.4
Goals and priorities for the school are clear	40.2	37.9	55.9	58.0
The amount of student tardiness and class cutting in this school interferes with my teaching	11.7	7.9	3.9	1.8
I sometimes feel it is a waste of time to try to do my best as a teacher	7.6	6.5	3.3	2.7
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	—	24.1	—	22.3
Library/media materials are adequate to support my instructional objectives	—	23.8	—	24.0
If I could go back to college and start again I would most likely* become a teacher again	66.0	69.5	76.2	80.5

— Not available.

* Includes those teachers who responded "certainly would become a teacher" and "probably would become a teacher."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88 and 1993-94.

Table 49-2 Teachers' perceptions and attitudes toward teaching, by control and level of school: School year 1993–94

Perceptions and attitudes	Public		Private	
	Elementary	Secondary	Elementary	Secondary
Percentage of teachers who strongly agree with the following:				
Teachers in this school are evaluated fairly	46.8	36.8	58.0	51.2
The principal lets staff members know what is expected of them	51.5	44.1	58.4	53.0
The school administration's behavior toward the staff is supportive and encouraging	44.1	38.0	63.5	56.9
I am satisfied with my teaching salary	11.9	12.8	13.0	14.4
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	12.1	15.5	4.3	4.9
Teachers participate in making most of the important educational decisions in this school	17.9	11.0	32.5	27.2
I receive a great deal of support from parents for the work I do	16.3	8.3	48.0	33.2
Necessary materials are available as needed by the staff	33.7	31.5	52.6	53.2
The principal does a poor job of getting resources for this school	3.7	4.0	2.4	2.2
Routine duties and paperwork interfere with my job of teaching	27.3	25.7	7.4	8.5
My principal enforces school rules for student conduct and backs me up when I need it	50.1	41.1	65.8	59.4
The principal talks with me frequently about my instructional practices	13.0	7.7	20.5	13.1
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	30.3	13.6	46.9	29.0
Most of my colleagues share my beliefs and values about what the central mission of the school should be	40.4	25.4	68.5	54.8
The principal knows what kind of school he/she wants and has communicated it to the staff	47.9	37.9	65.0	56.4
There is a great deal of cooperative effort among the staff members	40.1	26.7	61.4	52.7
In this school, staff members are recognized for a job well done	29.2	20.5	45.5	36.7
I have to follow rules in this school that conflict with my best professional judgment	5.2	5.6	2.9	4.1
I am satisfied with my class size	33.6	30.3	58.3	59.6
I make a conscious effort to coordinate the content of my courses with that of other teachers	44.6	31.3	47.9	34.8
Goals and priorities for the school are clear	43.9	31.5	61.2	53.5
The amount of student tardiness and class cutting in this school interferes with my teaching	3.5	12.7	1.5	2.4
I sometimes feel it is a waste of time to try to do my best as a teacher	5.1	8.0	2.4	3.3
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	24.5	23.6	23.0	21.3
Library/media materials are adequate to support my instructional objectives	23.4	24.2	22.9	25.6
If I could go back to college and start again I would most likely* become a teacher again	72.5	66.3	81.5	79.0

* Includes those teachers who responded "certainly would become a teacher" and "probably would become a teacher."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94.

Table 49-3 Public school teachers' perceptions and attitudes toward teaching, by percentage of students eligible for free or reduced-price lunch: School year 1993–94

Perceptions and attitudes	Total	Percentage of students eligible for free or reduced-price lunch 0–5	6–20	21–40	41 or more
Percentage of teachers who strongly agree with the following:					
Teachers in this school are evaluated fairly	42.0	41.3	41.1	43.5	42.3
The principal lets staff members know what is expected of them	48.0	46.8	46.4	49.0	49.1
The school administration's behavior toward the staff is supportive and encouraging	41.2	39.7	40.1	43.0	41.9
I am satisfied with my teaching salary	12.3	21.1	13.6	11.5	8.8
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	13.8	8.2	10.3	13.1	18.3
Teachers participate in making most of the important educational decisions in this school	14.6	13.4	14.1	15.5	14.6
I receive a great deal of support from parents for the work I do	12.5	18.5	14.1	11.5	10.2
Necessary materials are available as needed by the staff	32.6	38.8	34.4	33.6	29.6
The principal does a poor job of getting resources for this school	3.8	4.2	3.6	3.6	4.2
Routine duties and paperwork interfere with my job of teaching	26.6	23.1	26.8	25.8	28.3
My principal enforces school rules for student conduct and backs me up when I need it	45.8	43.0	44.3	48.8	46.4
The principal talks with me frequently about my instructional practices	10.4	9.7	8.4	9.8	12.7
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	22.3	20.3	20.0	21.0	25.7
Most of my colleagues share my beliefs and values about what the central mission of the school should be	33.2	31.8	31.0	33.9	35.1
The principal knows what kind of school he/she wants and has communicated it to the staff	43.1	44.2	40.2	43.8	44.9
There is a great deal of cooperative effort among the staff members	33.7	32.7	33.5	34.8	34.3
In this school, staff members are recognized for a job well done	25.0	24.7	23.2	25.6	26.8
I have to follow rules in this school that conflict with my best professional judgment	5.4	4.8	4.2	4.6	6.9
I am satisfied with my class size	32.0	31.9	30.7	32.6	33.2
I make a conscious effort to coordinate the content of my courses with that of other teachers	38.2	41.4	37.6	37.0	39.1
Goals and priorities for the school are clear	37.9	38.5	35.2	38.3	39.6
The amount of student tardiness and class cutting in this school interfere with my teaching	7.9	5.7	7.1	7.4	9.4
I sometimes feel it is a waste of time to try to do my best as a teacher	6.5	5.5	6.0	5.5	7.4
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	24.1	24.8	24.6	23.5	24.6
Library/media materials are adequate to support my instructional objectives	23.8	27.4	24.3	23.2	22.6
If could go back to college and start again would most likely* become a teacher again	69.5	72.1	68.2	69.9	69.5

* Includes those teachers who responded "certainly would become a teacher" and "probably would become a teacher."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

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Table 49-4 Public school teachers' perceptions and attitudes toward teaching, by urbanicity and percentage of minority enrollment: School year 1993–94

Perceptions and attitudes	Total	Urbanicity Central city	 Urban fringe/ large town	 Rural/ small town	Percentage of minority enrollment Less than 20 percent	 20 percent or more
Percentage of teachers who strongly agree with the following:						
Teachers in this school are evaluated fairly	42.0	39.8	43.4	42.4	42.5	41.7
The principal lets staff members know what is expected of them	48.0	47.7	49.9	46.7	46.6	49.4
The school administration's behavior toward the staff is supportive and encouraging	41.2	40.8	41.7	41.0	41.0	41.7
I am satisfied with my teaching salary	12.3	8.6	16.3	11.9	14.9	9.6
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	13.8	19.4	13.0	10.5	9.2	18.8
Teachers participate in making most of the important educational decisions in this school	14.6	14.4	15.1	14.4	14.8	14.4
I receive a great deal of support from parents for the work I do	12.5	11.6	13.7	12.1	14.1	10.9
Necessary materials are available as needed by the staff	32.6	28.8	34.1	34.2	35.1	30.6
The principal does a poor job of getting resources for this school	3.8	4.8	3.3	3.6	3.4	4.4
Routine duties and paperwork interfere with my job of teaching	26.6	29.0	25.3	25.9	25.3	27.9
My principal enforces school rules for student conduct and backs me up when I need it	45.8	42.6	45.9	47.8	46.8	44.8
The principal talks with me frequently about my instructional practices	10.4	11.3	9.9	10.3	9.6	11.4
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	22.3	21.5	23.2	22.1	21.8	23.1
Most of my colleagues share my beliefs and values about what the central mission of the school should be	33.2	32.3	34.3	32.9	32.7	33.9
The principal knows what kind of school he/she wants and has communicated it to the staff	43.1	44.6	44.5	41.0	41.0	45.3
There is a great deal of cooperative effort among the staff members	33.7	31.3	35.0	34.3	35.0	32.6
In this school, staff members are recognized for a job well done	25.0	25.6	26.3	23.6	23.9	26.7
I have to follow rules in this school that conflict with my best professional judgment	5.4	7.7	4.7	4.4	4.0	7.0
I am satisfied with my class size	32.0	30.2	29.1	35.6	33.6	30.8
I make a conscious effort to coordinate the content of my courses with that of other teachers	38.2	38.1	38.8	37.9	38.8	37.9
Goals and priorities for the school are clear	37.9	38.7	39.3	36.3	36.7	39.2
The amount of student tardiness and class cutting in this school interferes with my teaching	7.9	12.7	7.7	4.9	4.3	11.7
I sometimes feel it is a waste of time to try to do my best as a teacher	6.5	7.4	5.8	6.4	5.4	7.5
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	24.1	22.9	24.8	24.4	24.5	24.1
Library/media materials are adequate to support my instructional objectives	23.8	22.3	24.9	24.0	24.5	23.1
If I could go back to college and start again I would most likely* become a teacher again	69.5	66.8	70.9	70.3	70.7	68.4

* Includes those teachers who responded "certainly would become a teacher" and "probably would become a teacher."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94.

Table 49-5 Public school teachers' perceptions and attitudes toward teaching, by school size: School year 1993–94

Perceptions and attitudes	Total	School size Less than 150	150-499	500-749	750 or more
Percentage of teachers who strongly agree with the following:					
Teachers in this school are evaluated fairly	42.0	52.0	47.0	45.0	37.7
The principal lets staff members know what is expected of them	48.0	52.3	50.3	50.3	45.8
The school administration's behavior toward the staff is supportive and encouraging	41.2	53.6	45.1	45.3	39.2
I am satisfied with my teaching salary	12.3	14.9	13.0	12.6	11.3
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	13.8	6.9	9.9	12.9	16.3
Teachers participate in making most of the important educational decisions in this school	14.6	30.9	19.4	16.6	10.6
I receive a great deal of support from parents for the work I do	12.5	29.9	18.7	16.7	10.5
Necessary materials are available as needed by the staff	32.6	43.9	37.4	34.9	31.9
The principal does a poor job of getting resources for this school	3.8	3.6	3.7	3.1	4.1
Routine duties and paperwork interfere with my job of teaching	26.6	13.0	22.2	24.1	28.6
My principal enforces school rules for student conduct and backs me up when I need it	45.8	59.7	50.9	49.2	41.6
The principal talks with me frequently about my instructional practices	10.4	19.3	13.4	11.4	7.4
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	22.3	41.1	29.4	26.6	14.6
Most of my colleagues share my beliefs and values about what the central mission of the school should be	33.2	56.1	42.5	37.2	27.2
The principal knows what kind of school he/she wants and has communicated it to the staff	43.1	51.8	47.5	47.2	40.2
There is a great deal of cooperative effort among the staff members	33.7	53.4	42.3	38.0	26.8
In this school, staff members are recognized for a job well done	25.0	35.8	29.5	28.1	22.6
I have to follow rules in this school that conflict with my best professional judgment	5.4	4.2	4.3	4.9	6.5
I am satisfied with my class size	32.0	61.7	42.0	31.2	27.4
I make a conscious effort to coordinate the content of my courses with that of other teachers	38.2	40.0	41.6	41.2	33.8
Goals and priorities for the school are clear	37.9	48.9	43.7	41.8	34.1
The amount of student tardiness and class cutting in this school interferes with my teaching	7.9	4.0	3.6	4.5	13.5
I sometimes feel it is a waste of time to try to do my best as a teacher	6.5	4.2	5.0	5.7	7.4
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	24.1	18.5	24.5	25.7	23.1
Library/media materials are adequate to support my instructional objectives	23.8	17.2	22.9	24.9	25.1
If I could go back to college and start again I would most likely* become a teacher again	69.5	76.4	73.4	70.1	68.1

* Includes those teachers who responded "certainly would become a teacher" and "probably would become a teacher."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94.

Table 50-1 Percentage of college students aged 16–24 who were employed in October, by race/ethnicity, hours worked per week, and enrollment status: 1970–95

October	All students			White			Black			Hispanic		
	Total[1]	20 or more hours	35 or more hours	Total[1]	20 or more hours	35 or more hours	Total[1]	20 or more hours	35 or more hours	Total[1]	20 or more hours	35 or more hours
Full-time college students												
1970	33.8	14.1	3.7	34.9	14.7	3.9	21.2	8.0	1.8	—	—	—
1971	34.1	14.8	3.7	35.8	15.6	3.8	16.9	6.1	2.5	—	—	—
1972	35.1	15.0	3.4	36.3	15.2	3.2	21.5	12.2	5.8	42.7	21.0	2.5
1973	36.4	16.8	4.4	37.6	17.4	4.3	27.7	14.2	5.8	34.8	13.8	3.3
1974	36.6	17.0	4.7	38.2	17.4	4.7	23.2	13.0	5.0	34.4	15.8	6.8
1975	35.2	16.6	4.6	36.3	17.0	4.6	23.8	13.0	4.7	39.0	17.5	4.5
1976	37.5	16.9	4.0	39.6	17.7	3.9	22.7	11.9	4.7	35.4	14.8	3.1
1977	38.8	18.1	4.2	40.9	18.9	4.0	20.8	10.5	5.3	42.9	23.5	4.6
1978	39.9	19.0	4.7	41.8	19.7	4.7	22.2	11.7	4.7	53.2	26.8	7.4
1979	38.1	18.0	4.0	40.0	18.4	3.9	24.8	13.9	5.4	35.6	20.4	5.2
1980	40.0	17.9	3.8	42.1	18.3	3.8	24.0	12.2	5.1	41.4	26.6	4.5
1981	39.3	18.7	4.2	41.6	19.5	4.1	23.8	11.7	3.8	39.2	21.9	5.9
1982	39.9	18.5	3.1	42.4	19.6	3.0	26.2	12.2	4.3	33.1	14.1	1.6
1983	40.4	18.8	3.8	42.7	19.3	4.0	28.5	16.0	2.2	33.7	20.2	5.6
1984	42.1	21.0	4.2	44.7	22.0	4.3	25.2	14.8	3.2	34.8	19.7	4.1
1985	44.2	21.5	4.3	47.4	22.6	4.4	24.1	16.0	4.9	43.5	23.2	3.5
1986	43.0	21.9	4.3	46.3	23.5	4.7	24.7	14.2	3.9	40.5	22.6	2.1
1987	44.2	22.3	4.3	45.7	22.8	4.0	31.7	15.8	4.3	52.1	31.8	7.6
1988	46.5	24.5	4.7	48.9	25.1	5.0	31.8	18.6	3.3	40.9	28.7	6.7
1989	46.5	25.2	5.4	48.8	25.6	5.6	29.3	18.5	4.3	49.6	33.8	6.0
1990	45.7	24.1	4.8	48.6	25.1	5.2	29.8	17.1	2.8	45.7	28.0	6.7
1991	47.2	25.4	5.6	49.6	26.5	6.0	31.7	19.1	3.4	54.2	30.6	4.3
1992	47.2	25.8	5.5	50.5	27.2	5.9	30.2	19.9	4.4	47.0	29.4	4.7
1993	46.3	24.6	5.1	50.1	26.5	5.5	28.9	18.0	3.8	46.7	25.1	6.3
1994	48.6	27.5	5.8	52.1	29.5	6.2	33.4	21.4	5.8	50.2	28.7	5.3
1995	47.2	26.8	6.5	50.6	28.1	6.6	35.2	23.7	4.1	37.4	24.8	8.6

Table 50-1 Percentage of college students aged 16–24 who were employed in October, by race/ethnicity, hours worked per week, and enrollment status: 1970–95—Continued

October	All students			White			Black			Hispanic		
	Total[1]	20 or more hours	35 or more hours	Total[1]	20 or more hours	35 or more hours	Total[1]	20 or more hours	35 or more hours	Total[1]	20 or more hours	35 or more hours
Part-time college students												
1970	82.5	76.2	60.4	83.0	76.6	60.7	(2)	(2)	(2)	—	—	—
1971	83.4	75.0	51.7	83.8	75.2	53.6	79.2	74.0	36.4	—	—	—
1972	83.1	76.1	53.1	84.4	77.1	54.3	73.1	69.2	41.3	(2)	(2)	(2)
1973	85.3	76.8	52.5	86.6	77.9	53.5	70.7	66.7	42.7	(2)	(2)	(2)
1974	84.4	77.2	61.0	85.7	77.8	60.4	74.2	70.8	64.0	(2)	(2)	(2)
1975	80.8	72.1	52.6	82.4	74.1	55.1	76.0	62.5	41.3	(2)	(2)	(2)
1976	84.6	76.1	53.0	85.6	77.4	53.2	72.3	66.0	58.5	(2)	(2)	(2)
1977	83.4	75.3	53.1	86.0	77.4	54.7	65.9	61.1	44.4	(2)	(2)	(2)
1978	86.1	76.6	53.9	88.0	78.3	55.7	65.2	51.7	29.2	82.3	75.9	63.3
1979	86.9	78.8	56.6	89.2	80.8	58.2	73.5	66.3	49.0	(2)	(2)	(2)
1980	85.2	75.7	53.0	87.3	77.6	55.0	72.5	58.8	36.3	76.5	71.6	50.6
1981	85.7	76.0	51.4	87.2	77.8	52.0	75.4	61.0	41.5	(2)	(2)	(2)
1982	81.1	69.7	48.1	84.4	72.3	50.0	62.5	58.1	33.1	80.6	68.9	49.5
1983	81.7	74.8	48.1	86.6	79.2	51.9	49.2	47.5	23.8	74.0	68.0	45.0
1984	84.9	77.7	55.2	87.1	79.3	57.8	67.7	63.4	45.3	89.6	83.1	50.6
1985	85.9	79.0	52.2	87.9	81.7	56.2	71.8	66.4	42.0	85.2	70.4	28.4
1986	87.2	78.0	54.4	90.0	81.0	57.4	77.0	73.8	44.3	81.0	64.3	43.7
1987	85.4	77.4	49.5	87.2	79.2	51.4	70.9	65.8	37.3	86.5	77.4	54.1
1988	88.3	81.6	54.2	90.4	84.5	55.7	78.1	68.6	48.6	83.9	72.9	52.5
1989	87.2	80.8	55.4	89.8	83.2	58.3	73.2	67.5	43.1	85.1	79.3	55.4
1990	83.7	78.7	52.7	86.8	80.5	55.3	76.9	76.3	49.5	81.8	77.7	50.4
1991	85.8	76.3	50.9	89.0	79.1	55.3	66.1	63.4	38.4	80.2	71.0	37.4
1992	83.4	75.0	47.8	87.0	78.4	49.8	77.6	67.1	45.4	73.0	65.5	38.5
1993	84.6	75.1	43.7	88.6	78.5	46.5	65.1	58.9	36.4	76.6	65.6	31.2
1994	86.4	74.9	43.7	89.2	76.8	47.9	79.8	75.0	31.5	78.3	68.5	32.3
1995	83.0	72.7	42.3	86.3	74.3	45.4	69.7	62.2	36.2	78.5	75.6	33.5

— Not available.

[1] Includes those who were employed but not at work during the survey week.

[2] Too few sample observations for a reliable estimate.

NOTE: Included in the total but not shown separately are students from other racial/ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 50-2 **Percentage of high school students aged 16–24 who were employed in October, by race/ethnicity and hours worked per week: 1970–95**

October	All students			White			Black			Hispanic		
	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours
1970	31.5	11.6	2.8	34.0	12.7	2.9	15.6	4.5	2.0	—	—	—
1971	30.4	11.2	2.2	33.5	12.3	2.2	13.9	5.7	2.1	—	—	—
1972	32.5	13.6	2.9	37.2	15.5	3.1	12.0	5.2	2.0	22.3	8.6	2.3
1973	36.1	15.4	3.3	41.0	17.5	3.5	13.8	5.7	1.6	25.7	10.0	3.7
1974	35.2	15.1	3.1	40.0	16.9	3.4	16.3	8.1	1.9	23.3	10.7	2.8
1975	32.9	13.0	2.7	37.9	15.0	3.0	12.9	4.7	1.0	21.2	10.1	3.2
1976	33.4	14.3	2.6	38.9	16.6	2.6	12.7	5.2	2.4	20.1	10.8	2.7
1977	35.8	15.7	3.2	41.7	18.1	3.6	12.5	5.7	1.6	24.8	14.1	4.6
1978	38.2	16.2	2.9	43.9	18.4	3.2	16.1	6.8	1.4	28.0	15.9	3.1
1979	38.0	16.2	2.7	44.4	19.0	2.9	14.1	5.0	1.3	22.0	11.1	3.4
1980	35.1	13.3	2.3	40.7	15.2	2.1	13.7	5.7	1.9	24.5	11.6	4.9
1981	32.5	12.0	2.1	38.8	13.9	2.4	11.0	4.8	1.1	23.0	11.3	2.1
1982	29.5	9.7	1.6	35.9	11.8	2.0	8.9	2.4	0.1	15.0	6.2	1.5
1983	28.7	9.8	1.5	35.1	11.7	1.6	6.8	2.4	0.2	20.4	11.2	3.2
1984	31.0	11.5	1.3	36.4	13.1	1.2	13.4	6.1	0.6	23.2	10.5	3.7
1985	31.3	11.9	1.2	37.7	14.2	1.6	14.5	5.2	0.4	16.9	7.8	0.4
1986	34.1	13.7	1.9	40.3	15.7	2.2	14.5	6.5	0.8	25.8	15.8	1.7
1987	34.6	13.4	1.6	40.9	15.4	1.6	17.6	8.3	1.2	22.4	10.5	2.6
1988	35.1	14.2	1.6	40.6	16.0	1.6	19.3	8.2	1.1	23.2	10.3	2.8
1989	37.6	14.8	1.9	43.3	16.4	1.6	21.1	8.0	1.2	27.9	16.9	5.3
1990	32.1	11.9	2.0	38.0	13.6	1.8	16.7	5.0	1.0	24.6	13.2	4.5
1991	31.1	11.0	1.2	38.5	13.2	1.5	13.1	4.7	0.2	18.7	9.4	1.5
1992	29.6	10.7	1.2	36.1	12.7	1.2	13.7	5.1	0.4	18.9	9.8	2.2
1993	30.5	11.4	1.4	37.7	13.1	1.7	13.0	5.9	0.8	20.6	10.5	1.3
1994	35.1	13.5	1.7	42.7	15.5	1.6	19.4	9.4	1.1	20.9	10.9	2.9
1995	33.4	13.6	1.9	40.4	16.2	1.8	17.9	8.1	1.1	21.5	9.3	2.9

— Not available.

* Includes those who were employed but not at work during the survey week.

NOTE: Included in the total but not shown separately are students from other racial/ethnic groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 50-3 Percentage of college students aged 16–24 who were employed in October, by family income, hours worked per week, and enrollment status: 1970–95

	All students			Low[1]			Middle[1]			High[1]		
October	Total[2]	20 or more hours	35 or more hours	Total[2]	20 or more hours	35 or more hours	Total[2]	20 or more hours	35 or more hours	Total[2]	20 or more hours	35 or more hours
						Full-time college students						
1970	33.8	14.1	3.7	44.0	18.1	5.3	35.1	14.4	4.2	29.6	12.7	2.7
1971	34.1	14.8	3.7	41.9	16.2	2.3	36.4	17.1	5.1	29.4	11.5	2.2
1972	35.1	15.0	3.4	36.7	19.3	4.0	37.4	16.2	4.3	31.7	12.5	2.1
1973	36.4	16.8	4.4	42.1	19.7	4.4	37.0	18.4	5.7	34.4	14.3	3.0
1974	36.6	17.0	4.7	—	—	—	—	—	—	—	—	—
1975	35.2	16.6	4.6	33.1	14.8	4.3	38.0	19.0	5.6	32.7	14.3	3.5
1976	37.5	16.9	4.0	43.9	20.2	4.4	38.1	17.9	4.8	34.9	14.9	3.1
1977	38.8	18.1	4.2	41.4	17.6	2.7	40.7	20.3	5.6	36.0	15.9	3.0
1978	39.9	19.0	4.7	39.0	16.9	4.2	41.5	19.6	6.0	38.5	18.9	3.2
1979	38.1	18.0	4.0	41.9	20.8	5.1	39.2	19.4	4.7	35.6	15.6	2.9
1980	40.0	17.9	3.8	39.3	18.8	5.3	41.6	19.8	5.1	38.7	15.7	2.2
1981	39.3	18.7	4.2	41.9	20.9	4.3	40.1	19.5	4.5	37.6	17.1	3.7
1982	39.9	18.5	3.1	38.7	18.2	2.9	40.1	19.3	4.2	40.1	17.8	2.0
1983	40.4	18.8	3.8	40.8	18.8	4.5	41.5	20.1	4.7	39.2	17.5	2.7
1984	42.1	21.0	4.2	41.9	22.4	6.4	42.1	21.2	4.9	42.1	20.2	2.8
1985	44.2	21.5	4.3	50.6	24.2	5.1	45.5	23.4	5.1	40.5	18.6	3.2
1986	43.0	21.9	4.3	42.9	20.5	4.7	45.2	23.8	5.2	40.6	20.2	3.2
1987	44.2	22.3	4.3	48.6	23.5	3.3	46.7	25.0	5.2	39.7	18.7	3.5
1988	46.5	24.5	4.7	48.3	25.2	4.0	49.9	26.8	5.9	42.0	21.5	3.4
1989	46.5	25.2	5.4	46.5	25.4	4.3	50.1	29.8	6.9	42.2	19.7	4.0
1990	45.7	24.1	4.8	46.4	27.0	3.8	47.8	26.4	6.3	42.7	19.9	3.3
1991	47.2	25.4	5.6	51.8	29.4	6.7	48.8	27.0	5.5	43.5	21.9	5.3
1992	47.2	25.8	5.5	49.7	27.5	6.1	49.7	27.9	5.6	42.9	22.4	5.0
1993	46.3	24.6	5.1	50.8	27.5	7.8	48.4	27.1	5.6	41.7	20.0	3.2
1994	48.6	27.5	5.8	53.1	30.5	5.9	48.6	29.0	6.9	46.6	24.3	4.4
1995	47.2	26.8	6.5	50.2	27.9	5.8	46.4	27.9	7.5	46.8	24.9	5.6

Table 50-3 **Percentage of college students aged 16–24 who were employed in October, by family income, hours worked per week, and enrollment status: 1970–95—Continued**

	All students			Low[1]			Middle[1]			High[1]		
October	Total[2]	20 or more hours	35 or more hours	Total[2]	20 or more hours	35 or more hours	Total[2]	20 or more hours	35 or more hours	Total[2]	20 or more hours	35 or more hours
						Part-time college students						
1970	82.5	76.2	60.4	([3])	([3])	([3])	80.1	75.7	61.7	85.7	76.0	53.9
1971	83.4	75.0	51.7	([3])	([3])	([3])	83.6	77.6	54.1	84.7	72.6	48.8
1972	83.1	76.1	53.1	72.2	62.9	38.1	83.7	78.2	55.5	86.4	77.0	53.7
1973	85.3	76.8	52.5	82.1	64.1	39.7	86.4	79.3	55.3	83.9	75.6	50.4
1974	84.4	77.2	61.0	—	—	—	—	—	—	—	—	—
1975	80.8	72.1	52.6	67.4	51.9	28.7	82.6	75.9	58.7	81.9	71.0	48.3
1976	84.6	76.1	53.0	85.1	77.6	47.0	86.1	77.0	57.5	81.7	74.3	46.7
1977	83.4	75.3	53.1	67.8	62.0	35.5	84.7	75.9	56.1	85.6	78.3	52.6
1978	86.1	76.6	53.9	74.2	65.2	42.4	87.2	78.0	54.8	87.6	77.9	56.6
1979	86.9	78.8	56.6	76.6	60.3	46.1	87.9	81.0	60.0	89.2	82.0	53.8
1980	85.2	75.7	53.0	69.2	57.7	32.7	86.2	78.3	54.3	87.4	75.3	55.9
1981	85.7	76.0	51.4	67.5	60.7	37.6	85.2	76.6	54.6	92.9	79.9	48.9
1982	81.1	69.7	48.1	65.7	58.3	34.3	80.7	70.3	50.2	85.5	71.3	47.6
1983	81.7	74.8	48.1	64.5	57.2	31.9	80.6	74.9	50.9	88.6	80.1	48.8
1984	84.9	77.7	55.2	69.5	60.3	41.8	85.4	80.3	57.1	89.4	79.2	56.5
1985	85.9	79.0	52.2	72.7	61.2	36.7	87.8	81.8	58.0	86.9	80.4	46.6
1986	87.2	78.0	54.4	70.4	57.0	35.9	88.5	78.6	54.8	91.0	85.1	60.8
1987	85.4	77.4	49.5	74.5	65.2	43.5	87.1	79.2	51.2	87.0	78.8	48.8
1988	88.3	81.6	54.2	73.0	66.4	34.3	87.4	80.7	57.9	94.7	88.0	54.0
1989	87.2	80.8	55.4	67.1	53.0	28.9	88.7	82.8	59.9	92.0	87.1	57.1
1990	83.7	78.7	52.7	81.8	71.6	36.6	81.8	77.6	54.1	89.9	85.5	58.0
1991	85.8	76.3	50.9	74.5	66.4	46.3	87.0	77.0	51.8	88.9	79.4	51.0
1992	83.4	75.0	47.8	77.4	67.4	37.4	84.7	75.8	50.8	83.9	76.8	46.9
1993	84.6	75.1	43.7	67.9	57.6	36.4	85.6	75.7	44.1	91.4	82.9	46.6
1994	86.4	74.9	43.7	83.6	72.3	41.0	86.6	74.9	43.8	86.7	75.9	45.1
1995	83.0	72.7	42.3	60.7	55.8	29.5	85.7	77.2	46.3	89.6	72.1	40.6

— Data regarding family income were not available in 1974.

[1] Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent of incomes in-between.

[2] Includes those who were employed but not at work during the survey week.

[3] Too few sample observations for a reliable estimate.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 50-4 Percentage of college students aged 16–24 who were employed in October, by sex, hours worked per week, and enrollment status: 1970–95

October	All students			Male			Female		
	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours
				Full-time college students					
1970	33.8	14.1	3.7	33.9	17.3	5.0	33.6	9.5	1.8
1971	34.1	14.8	3.7	36.5	18.5	5.4	30.8	9.6	1.2
1972	35.1	15.0	3.4	37.8	18.9	5.3	31.5	10.0	1.0
1973	36.4	16.8	4.4	39.2	21.0	6.1	32.9	11.5	2.3
1974	36.6	17.0	4.7	37.5	19.0	6.1	35.4	14.7	3.1
1975	35.2	16.6	4.6	34.7	18.2	5.9	35.8	14.7	3.1
1976	37.5	16.9	4.0	39.1	20.0	5.1	35.9	13.6	2.9
1977	38.8	18.1	4.2	38.7	19.3	5.9	39.0	16.9	2.3
1978	39.9	19.0	4.7	39.6	20.6	5.8	40.3	17.2	3.4
1979	38.1	18.0	4.0	36.7	19.3	4.6	39.5	16.6	3.4
1980	40.0	17.9	3.8	39.4	19.0	4.4	40.7	16.7	3.2
1981	39.3	18.7	4.2	38.3	19.7	4.4	40.4	17.7	3.9
1982	39.9	18.5	3.1	38.8	19.2	3.2	41.0	17.7	2.9
1983	40.4	18.8	3.8	40.0	20.6	4.7	40.8	17.0	2.9
1984	42.1	21.0	4.2	40.6	21.6	5.3	43.6	20.2	3.1
1985	44.2	21.5	4.3	42.4	22.1	4.9	46.0	20.9	3.7
1986	43.0	21.9	4.3	43.2	22.9	4.5	42.8	20.8	4.1
1987	44.2	22.3	4.3	43.6	22.7	4.8	44.9	21.8	3.6
1988	46.5	24.5	4.7	44.3	24.7	5.1	48.7	24.3	4.3
1989	46.5	25.2	5.4	44.3	25.4	5.8	48.6	24.9	4.9
1990	45.7	24.1	4.8	43.1	23.2	5.0	48.3	25.0	4.6
1991	47.2	25.4	5.6	45.2	26.5	6.5	49.1	24.4	4.7
1992	47.2	25.8	5.5	46.8	25.8	6.6	47.5	25.8	4.5
1993	46.3	24.6	5.1	44.9	24.6	5.1	47.6	24.6	5.1
1994	48.6	27.5	5.8	48.2	28.7	6.6	48.9	26.4	5.2
1995	47.2	26.8	6.5	44.9	27.4	7.8	49.4	26.2	5.2

Table 50-4 **Percentage of college students aged 16–24 who were employed in October, by sex, hours worked per week, and enrollment status: 1970–95—Continued**

October	All students			Male			Female		
	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours
				Part-time college students					
1970	82.5	76.2	60.4	87.6	82.0	66.2	77.7	71.1	55.2
1971	83.4	75.0	51.7	87.7	80.4	60.9	78.2	68.7	40.7
1972	83.1	76.1	53.1	88.5	81.5	61.5	77.4	70.4	44.2
1973	85.3	76.8	52.5	86.3	78.9	57.5	84.4	74.8	47.3
1974	84.4	77.2	61.0	88.3	82.1	65.8	80.7	72.5	56.5
1975	80.8	72.1	52.6	82.5	74.1	55.3	79.1	70.0	49.9
1976	84.6	76.1	53.0	84.0	76.4	56.2	85.3	75.9	50.3
1977	83.4	75.3	53.1	86.3	78.4	57.0	80.6	72.3	49.5
1978	86.1	76.6	53.9	88.6	80.4	61.6	83.8	72.8	47.0
1979	86.9	78.8	56.6	90.4	82.3	60.4	83.9	76.2	53.6
1980	85.2	75.7	53.0	86.5	80.2	58.2	84.2	72.3	49.1
1981	85.7	76.0	51.4	88.5	78.0	57.2	83.3	74.3	46.4
1982	81.1	69.7	48.1	79.8	70.2	50.7	82.1	69.4	46.2
1983	81.7	74.8	48.1	84.0	78.3	52.5	79.5	71.3	43.8
1984	84.9	77.7	55.2	90.0	82.0	60.1	80.6	74.2	51.2
1985	85.9	79.0	52.2	85.9	80.0	53.6	85.7	78.3	51.2
1986	87.2	78.0	54.4	87.8	81.7	59.0	86.9	75.3	50.9
1987	85.4	77.4	49.5	86.9	78.8	50.4	84.3	76.2	48.8
1988	88.3	81.6	54.2	87.4	82.1	56.1	89.2	81.3	52.7
1989	87.2	80.8	55.4	88.1	82.6	60.1	86.7	79.4	52.0
1990	83.7	78.7	52.7	86.4	82.6	55.4	81.3	75.4	50.5
1991	85.8	76.3	50.9	87.2	79.3	50.2	84.7	73.9	51.7
1992	83.4	75.0	47.8	83.7	75.8	44.1	83.2	74.5	50.3
1993	84.6	75.1	43.7	86.9	79.6	47.4	82.8	71.4	40.7
1994	86.4	74.9	43.7	85.0	76.3	47.6	87.2	73.7	40.9
1995	83.0	72.7	42.3	87.3	76.3	48.9	79.6	69.8	37.1

* Includes those who were employed but not at work during the survey week.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 50-5 Percentage of high school students aged 16–24 who were employed in October, by sex and hours worked per week: 1970–95

	All students			Male			Female		
October	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours	Total*	20 or more hours	35 or more hours
1970	31.5	11.6	2.8	34.6	15.0	4.0	28.1	7.8	1.5
1971	30.4	11.2	2.2	33.9	14.9	3.1	26.7	7.2	1.2
1972	32.5	13.6	2.9	36.0	16.9	4.2	28.6	9.9	1.5
1973	36.1	15.4	3.3	39.3	19.5	4.9	32.5	10.8	1.5
1974	35.2	15.1	3.1	38.1	18.5	4.3	32.0	11.4	1.7
1975	32.9	13.0	2.7	34.5	15.7	3.9	31.1	10.0	1.3
1976	33.4	14.3	2.6	35.3	17.3	3.7	31.3	10.9	1.3
1977	35.8	15.7	3.2	39.0	19.0	4.4	32.2	12.1	2.1
1978	38.2	16.2	2.9	39.8	19.2	3.9	36.5	12.9	1.8
1979	38.0	16.2	2.7	39.5	19.1	3.5	36.3	13.0	1.8
1980	35.1	13.3	2.3	36.0	14.7	3.0	34.0	11.9	1.4
1981	32.5	12.0	2.1	34.7	14.2	2.9	30.1	9.8	1.2
1982	29.5	9.7	1.6	29.3	10.6	2.1	29.8	8.6	0.9
1983	28.7	9.8	1.5	28.6	10.0	1.9	28.9	9.6	1.1
1984	31.0	11.5	1.3	31.3	12.6	2.0	30.6	10.3	0.4
1985	31.3	11.9	1.2	31.6	12.8	1.8	31.0	11.0	0.6
1986	34.1	13.7	1.9	33.2	14.0	2.6	35.2	13.4	1.2
1987	34.6	13.4	1.6	33.5	15.1	2.1	35.9	11.5	1.0
1988	35.1	14.2	1.6	34.7	16.7	2.3	35.5	11.3	0.9
1989	37.6	14.8	1.9	36.8	16.4	2.8	38.4	13.0	0.9
1990	32.1	11.9	2.0	32.7	13.2	2.4	31.4	10.4	1.6
1991	31.1	11.0	1.2	30.2	11.4	1.3	32.1	10.5	1.1
1992	29.6	10.7	1.2	31.1	11.9	1.5	27.9	9.4	0.8
1993	30.5	11.4	1.4	29.5	12.0	1.6	31.8	10.8	1.2
1994	35.1	13.5	1.7	35.6	14.7	2.0	34.5	12.3	1.3
1995	33.4	13.6	1.9	32.6	14.1	2.1	34.4	13.1	1.7

* Includes those who were employed but not at work during the survey week.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 50-6 **Percentage of high school students aged 16–24 who were employed in October, by family income and hours worked per week: October 1970–95**

	All students			Low[1]			Middle[1]			High[1]		
October	Total[2]	20 or more hours	35 or more hours	Total[2]	20 or more hours	35 or more hours	Total[2]	20 or more hours	35 or more hours	Total[2]	20 or more hours	35 or more hours
1970	31.5	11.6	2.8	21.7	7.3	2.8	31.0	12.4	3.1	35.7	11.3	2.0
1971	30.4	11.2	2.2	22.4	8.8	3.1	30.1	11.6	2.3	33.6	11.1	1.6
1972	32.5	13.6	2.9	19.3	9.0	3.1	31.4	13.9	3.1	39.1	14.4	2.4
1973	36.1	15.4	3.3	18.9	9.6	3.6	35.6	15.2	3.4	42.0	17.4	2.9
1974	35.2	15.1	3.1	—	—	—	—	—	—	—	—	—
1975	32.9	13.0	2.7	18.5	7.4	2.4	31.3	13.2	3.2	40.4	14.4	1.9
1976	33.4	14.3	2.6	20.8	11.1	3.7	31.7	13.4	2.7	40.1	16.8	2.0
1977	35.8	15.7	3.2	17.1	9.8	4.3	33.5	14.6	2.9	45.2	19.5	3.5
1978	38.2	16.2	2.9	19.6	9.4	3.3	37.5	16.4	3.0	44.8	17.7	2.6
1979	38.0	16.2	2.7	21.0	10.8	2.9	36.6	15.9	3.1	46.2	18.5	1.9
1980	35.1	13.3	2.3	19.3	8.2	1.8	34.3	13.7	2.8	42.0	14.5	1.5
1981	32.5	12.0	2.1	15.8	5.9	1.1	31.3	12.1	2.4	41.7	14.5	2.1
1982	29.5	9.7	1.6	14.6	4.7	1.8	28.2	10.3	1.6	38.6	10.7	1.5
1983	28.7	9.8	1.5	11.2	4.1	1.2	26.7	10.1	1.7	40.9	12.0	1.3
1984	31.0	11.5	1.3	15.9	7.3	1.2	30.0	11.3	1.2	40.3	13.9	1.5
1985	31.3	11.9	1.2	13.6	5.5	1.5	30.6	11.9	1.2	41.0	15.2	1.2
1986	34.1	13.7	1.9	18.2	10.3	1.9	33.6	13.1	2.0	42.7	16.6	1.7
1987	34.6	13.4	1.6	20.2	10.1	2.2	35.0	14.0	2.0	40.8	13.9	0.8
1988	35.1	14.2	1.6	20.3	9.9	2.4	35.3	14.7	1.9	41.8	15.2	0.8
1989	37.6	14.8	1.9	22.6	10.0	2.0	38.5	15.8	2.3	43.5	15.3	1.1
1990	32.1	11.9	2.0	21.7	9.5	2.6	32.6	12.6	2.1	36.8	11.6	1.5
1991	31.1	11.0	1.2	15.9	8.6	1.6	33.1	12.1	1.3	35.2	10.0	0.7
1992	29.6	10.7	1.2	13.8	5.0	0.9	30.5	11.6	1.3	36.2	11.9	1.1
1993	30.5	11.4	1.4	15.2	7.0	2.3	31.5	12.4	1.3	36.8	11.8	1.3
1994	35.1	13.5	1.7	24.0	11.0	1.6	34.7	13.9	1.8	42.0	14.1	1.5
1995	33.4	13.6	1.9	16.9	8.5	3.1	33.9	14.6	2.0	42.1	14.4	1.0

— Data regarding family income were not available in 1974.

[1] Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between.

[2] Includes those who were employed but not at work during the survey week.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 50-7 Percentage of high school students aged 16–24 who were employed in October, by parents' highest education level and hours worked per week: 1995

Parents' highest education level[1]	Total[2]	20 or more hours	35 or more hours
Total	**33.4**	**13.6**	**1.9**
Less than high school graduate	19.6	9.3	3.0
High school graduate	31.8	16.0	2.3
Some college	38.1	14.9	1.3
Bachelor's degree or higher	37.1	10.3	0.5
Not available[3]	38.8	30.0	13.8

[1] Parents' highest education level is defined as 1) either the highest educational attainment of the two parents who reside with the student, or if only one parent is in the residence, the highest educational attainment of that parent; or 2) when neither parent resides with the student (7 percent of those enrolled in high school in 1995), the highest educational attainment of the head of the household and his or her spouse.

[2] Includes those who were employed but not at work during the survey week.

[3] Parents' highest education level is not available 1) for those who do not live with their parents and who are classified as the head of the household; and 2) for those whose parents' educational attainment was not reported. In 1995, 29 percent of all respondents aged 16–24 were in this category.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 51-1 Percentage of undergraduate students enrolled in college part time, by age and race/ethnicity: October 1972–95

	Aged 18-24			Aged 25-34			Aged 35 or older		
October	White	Black	Hispanic	White	Black	Hispanic	White	Black	Hispanic
1976	15.0	10.5	19.5	63.4	52.8	63.9	82.3	64.9	75.9
1977	15.6	16.3	18.1	66.8	49.8	66.9	—	—	—
1978	16.3	12.3	28.6	65.2	57.9	57.9	85.2	72.3	82.5
1979	16.3	13.2	19.4	69.5	59.5	41.0	84.0	69.4	82.4
1980	15.4	13.9	24.5	70.1	65.9	59.9	84.3	74.5	78.3
1981	15.5	14.6	16.5	67.8	55.0	71.8	81.7	59.7	64.5
1982	15.8	17.9	30.7	64.5	58.6	57.0	81.8	70.9	97.9
1983	15.3	15.8	28.4	65.5	50.9	60.4	84.1	61.6	83.3
1984	14.6	18.3	20.7	65.2	53.1	56.7	80.3	77.8	83.9
1985	14.1	17.4	22.4	65.2	51.5	66.9	82.5	75.3	84.5
1986	15.7	13.9	28.3	67.8	50.8	65.6	79.2	71.4	75.9
1987	16.0	16.4	28.8	70.2	54.2	66.9	79.4	66.9	89.4
1988	15.7	13.4	24.8	64.3	59.7	70.8	77.8	77.7	90.2
1989	14.4	14.2	25.6	66.1	65.3	67.6	75.2	74.7	70.3
1990	14.5	19.5	26.4	61.9	49.2	73.7	76.0	65.7	77.2
1991	14.1	14.3	24.7	59.9	54.9	59.8	74.7	68.5	86.1
1992	14.5	17.0	27.6	60.2	50.7	74.3	71.5	70.2	72.1
1993	15.7	14.9	24.6	56.3	54.5	57.6	70.4	58.0	70.4
1994	15.6	16.2	35.1	56.9	60.0	55.6	69.2	67.6	64.7
1995	15.3	18.7	26.7	54.5	49.0	58.1	66.5	70.2	76.0

— Data for college students aged 35 or older were not available in 1977.

NOTE: Students who were enrolled in college but had not completed high school (less than 1 percent of the total enrolled) were not included in this analysis.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 51-2 Percentage of undergraduate students enrolled in college part time, by sex and age: October 1972–95

October	Total		Aged 18-24		Aged 25-34		Aged 35 or older	
	Male	Female	Male	Female	Male	Female	Male	Female
1976	26.8	29.0	14.2	15.1	59.5	65.2	75.3	83.1
1977	—	—	15.4	16.0	59.2	68.8	—	—
1978	27.0	33.7	14.8	17.5	59.4	66.8	81.5	84.1
1979	27.1	35.1	14.9	17.3	59.2	72.0	82.7	82.0
1980	25.7	35.5	13.4	18.2	64.3	72.3	77.4	84.4
1981	27.2	34.0	14.3	16.9	63.2	68.7	80.9	76.9
1982	26.3	34.4	14.8	18.9	56.5	67.2	86.2	78.6
1983	27.3	34.4	15.7	16.3	56.1	66.9	79.3	82.5
1984	24.7	34.7	13.6	17.4	58.2	65.7	76.6	81.9
1985	26.3	34.7	13.1	16.9	62.3	63.3	81.6	82.0
1986	28.6	35.9	14.9	17.7	63.5	66.0	77.4	78.5
1987	28.6	36.4	15.6	18.2	65.7	68.4	74.8	79.6
1988	27.8	35.1	15.1	16.8	61.0	64.4	77.0	78.1
1989	27.4	35.0	13.4	16.7	64.6	66.3	76.1	73.3
1990	28.1	35.0	15.1	16.5	59.5	60.5	78.1	73.6
1991	27.4	34.1	14.2	15.1	56.4	60.9	72.5	75.0
1992	27.1	34.3	13.8	17.3	60.3	59.7	68.8	71.7
1993	26.8	34.0	15.2	16.7	51.8	58.6	66.2	68.6
1994	28.5	35.2	15.9	18.4	53.1	60.1	69.1	68.0
1995	28.1	32.5	15.9	17.5	53.9	52.8	70.5	66.4

— Data for college students aged 35 or older were not available in 1977.

NOTE: Students who were enrolled in college but had not completed high school (less than 1 percent of the total enrolled) were not included in this analysis.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 51-3 Percentage of undergraduate students enrolled in college part time, by type of institution and age: October 1976–95

	Total		Aged 18–24		Aged 25–34		Aged 35 or older	
October	2-year	4-year	2-year	4-year	2-year	4-year	2-year	4-year
1976	48.2	17.6	30.8	8.8	68.3	53.7	81.7	78.1
1977	—	—	35.1	8.1	72.4	53.9	—	—
1978	53.3	18.0	35.4	8.8	75.5	50.1	87.9	75.8
1979	52.8	20.2	34.9	9.1	72.1	60.0	86.3	75.7
1980	50.4	18.9	32.2	8.8	77.0	58.4	85.0	76.1
1981	48.9	19.6	32.0	8.3	74.1	56.3	78.9	74.9
1982	48.5	18.9	33.0	9.2	69.2	52.7	83.0	76.5
1983	50.6	19.2	32.9	8.6	71.2	51.7	85.7	74.4
1984	49.1	19.4	33.1	8.3	69.6	54.7	81.0	78.7
1985	52.1	18.7	32.9	7.4	72.0	53.4	86.0	75.4
1986	53.9	20.2	35.5	8.5	75.0	54.5	81.7	72.4
1987	52.8	21.8	35.0	9.4	75.2	60.4	82.6	72.4
1988	50.7	21.3	32.4	8.8	74.3	52.9	81.3	74.0
1989	52.7	20.8	33.2	8.2	75.9	57.1	81.3	66.4
1990	51.1	21.3	33.4	8.7	67.7	53.3	79.9	69.0
1991	48.8	20.5	31.5	7.2	66.9	50.5	76.1	72.3
1992	48.6	21.3	30.7	9.0	69.0	51.9	77.1	64.3
1993	45.9	22.0	30.3	9.7	62.8	49.6	69.7	65.9
1994	48.8	23.7	32.0	11.5	66.4	49.6	71.6	65.3
1995	48.2	22.1	32.6	10.8	64.1	45.6	74.5	62.1

— Data for college students aged 35 or older were not available in 1977.

NOTE: Students who were enrolled in college but had not completed high school (less than 1 percent of the total enrolled) were not included in this analysis.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 51-4 Percentage of undergraduate students enrolled in college part time, by age, race/ethnicity, sex, and type of institution: October 1976–95

October	Total	Age			Race/ethnicity			Sex		Type of institution	
		18–24	25–34	35 or older	White	Black	Hispanic	Male	Female	2-year	4-year
1976	27.9	14.6	61.7	80.2	28.1	24.0	33.4	26.8	29.0	48.2	17.6
1977	—	15.7	63.5	—	—	—	—	—	—	—	—
1978	30.3	16.1	62.9	83.3	30.5	28.2	39.9	27.0	33.7	53.3	18.0
1979	31.3	16.1	65.7	82.2	32.0	27.9	29.1	27.1	35.1	52.8	20.2
1980	30.9	15.8	68.7	82.3	30.6	31.4	35.8	25.7	35.5	50.4	18.9
1981	30.8	15.6	66.1	78.1	30.7	28.4	34.6	27.2	34.0	48.9	19.6
1982	30.5	16.9	62.1	80.9	30.0	31.3	41.5	26.3	34.4	48.5	18.9
1983	31.0	16.0	61.6	81.5	31.0	27.9	40.9	27.3	34.4	50.6	19.2
1984	29.9	15.4	62.2	80.5	29.6	31.1	31.9	24.7	34.7	49.1	19.4
1985	30.8	15.0	62.8	81.9	30.3	31.0	39.6	26.3	34.7	52.1	18.7
1986	32.5	16.3	64.8	78.1	32.3	29.3	41.8	28.6	35.9	53.9	20.2
1987	32.7	16.9	67.2	78.1	32.6	29.8	42.5	28.6	36.4	52.8	21.8
1988	31.8	15.9	62.9	77.8	31.6	33.1	40.9	27.8	35.1	50.7	21.3
1989	31.6	15.1	65.6	74.1	31.4	29.3	40.1	27.4	35.0	52.7	20.8
1990	31.9	15.8	60.1	74.9	31.7	29.8	42.8	28.1	35.0	51.1	21.3
1991	31.1	14.7	58.9	74.2	31.0	30.9	37.9	27.4	34.1	48.8	20.5
1992	31.2	15.6	59.9	70.8	30.9	29.9	42.4	27.1	34.3	48.6	21.3
1993	30.7	15.9	55.7	67.9	31.0	30.0	37.1	26.8	34.0	45.9	22.0
1994	32.2	17.2	57.0	68.4	31.1	33.6	44.4	28.5	35.2	48.8	23.7
1995	30.5	16.7	53.3	67.7	29.5	32.4	39.6	28.1	32.5	48.2	22.1

— Data for college students aged 35 or older were not available in 1977.

NOTE: Students who were enrolled in college but had not completed high school (less than 1 percent of the total enrolled) were not included in this analysis.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 51-5 Percentage of graduate students enrolled in college part time, by sex and age: October 1976–95

October	Total	Total		Aged 18-24		Aged 25-34		Aged 35 or older	
		Male	Female	Male	Female	Male	Female	Male	Female
1976	59.6	52.5	68.8	20.4	50.0	60.3	72.6	83.6	84.8
1977	—	—	—	24.7	45.4	56.0	66.1	—	—
1978	60.2	55.1	65.7	25.4	34.7	62.6	67.3	81.8	90.0
1979	61.3	54.5	68.0	22.4	34.6	58.6	73.1	84.5	87.9
1980	58.7	52.5	65.1	23.6	30.7	56.7	71.6	86.7	85.9
1981	59.5	51.6	67.8	27.1	39.3	54.5	66.5	84.2	89.9
1982	56.3	48.5	64.3	24.0	33.0	49.5	66.9	77.4	82.6
1983	54.8	48.0	62.3	20.9	30.2	48.4	65.9	84.1	78.2
1984	54.3	48.3	61.1	22.1	31.4	49.0	60.4	83.6	84.3
1985	58.7	51.0	66.7	23.5	33.5	52.7	72.4	79.5	79.1
1986	54.6	49.7	59.5	18.7	24.3	50.5	64.0	79.7	77.7
1987	56.9	49.8	63.4	20.7	35.8	50.4	66.0	75.5	77.8
1988	61.9	56.0	67.1	29.8	36.3	52.4	63.2	79.1	85.3
1989	54.7	48.7	60.4	21.9	29.3	47.8	62.7	70.7	76.9
1990	56.3	51.2	60.6	19.1	27.2	48.7	57.4	78.1	80.9
1991	56.0	47.8	64.0	17.6	27.6	46.2	63.4	74.3	83.4
1992	52.9	45.0	59.6	15.4	29.7	46.0	62.0	69.1	73.7
1993	57.1	48.8	64.6	25.5	34.4	46.3	60.2	69.6	85.0
1994	57.0	50.0	63.3	19.7	40.8	48.6	56.0	75.6	83.8
1995	56.4	50.1	62.1	20.4	27.2	45.2	60.3	71.8	82.5

— Data for college students aged 35 or older were not available in 1977.

NOTE: Students who were enrolled in college but had not completed high school (less than 1 percent of the total enrolled) were not included in this analysis.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table 52-1 Percentage distribution of public school expenditures, by function and selected district characteristics: School year 1992–93

Selected district characteristics	Percentage distribution	Total	Instruction	Support services	Capital outlay	Other
Median household income						
Less than $20,000	18.1	100.0	57.2	32.6	8.3	1.9
20,000-24,999	27.4	100.0	57.4	31.4	8.6	2.6
25,000-29,999	20.8	100.0	58.0	30.5	8.3	3.2
30,000-34,999	12.9	100.0	56.3	31.6	9.5	2.6
35,000 or more	20.8	100.0	56.1	31.6	9.5	2.9
Percentage of school-age children in poverty						
0-5	15.8	100.0	56.1	31.6	9.0	3.3
6-20	53.7	100.0	56.4	31.0	9.9	2.7
21-40	25.2	100.0	58.3	31.5	7.5	2.7
41 or more	5.3	100.0	56.0	34.1	8.0	1.9
Percentage of limited English proficient school-age children						
None	41.1	100.0	56.4	30.4	8.3	4.9
Less than 5	54.0	100.0	56.5	31.5	9.4	2.5
5 or more	4.9	100.0	59.4	30.8	6.6	3.1
Percentage of minority school-age children						
Less than 20 percent	82.6	100.0	56.7	30.6	9.7	3.0
20 percent or more	17.4	100.0	57.3	32.2	8.0	2.5

NOTE: Details may not add to totals due to rounding. Median household income categories are in 1992–93 dollars. See glossary for definitions of specific functions. The number of pupils includes those who were enrolled on October 1.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "School District Fiscal Data," 1992–93. U.S. Department of Commerce, Bureau of the Census, "1990 Census School District Special Tabulations."

Table 52-2 Public school expenditures per pupil (in 1996 constant dollars), by function and selected district characteristics: School year 1992–93

Selected district characteristics	Total	Instruction	Support services	Capital outlay	Other
Median household income					
Less than $20,000	$5,237	$2,993	$1,709	$434	$100
20,000-24,999	5,487	3,147	1,723	473	143
25,000-29,999	5,881	3,413	1,792	490	187
30,000-34,999	5,794	3,260	1,831	551	152
35,000 or more	6,661	3,737	2,102	630	192
Percentage of school-age children in poverty					
0-5	7,402	4,150	2,338	669	246
6-20	5,715	3,222	1,769	567	156
21-40	5,841	3,406	1,839	435	160
41 or more	5,709	3,194	1,948	457	110
Percentage of limited English proficient school-age children					
None	5,874	3,314	1,785	488	287
Less than 5	5,917	3,345	1,866	558	148
5 or more	6,162	3,660	1,899	409	194
Percentage of minority school-age children					
Less than 20 percent	5,972	3,384	1,828	580	180
20 percent or more	5,922	3,392	1,907	474	149

NOTE: Details may not add to totals due to rounding. Median household income categories are in 1992–93 dollars. See glossary for definitions of specific functions. The number of pupils includes those who were enrolled on October 1. The Consumer Price Index (CPI) was used to adjust expenditures into constant 1996 dollars. See table 53-1 for resources on alternative adjustment approaches.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "School District Fiscal Data," 1992–93. U.S. Department of Commerce, Bureau of the Census, "1990 Census School District Special Tabulations."

Table 53-1 Percentage distribution of current fund revenues of institutions of higher education per full-time-equivalent (FTE) student, by revenue source and control and type of institution: Academic years ending 1977–94

Academic year ending	Total	Tuition and fees[1]	Federal appro- priations	State and local appro- priations	Federal grants and contracts	State and local grants and contracts	Private gifts	Endow- ment	Sales and services of educational activities
				Private universities[2]					
1977	100.0	40.3	2.2	1.8	27.7	2.5	12.9	8.0	4.6
1978	100.0	40.6	2.0	1.6	27.4	2.2	13.4	7.7	5.1
1979	100.0	40.8	2.0	1.5	27.4	2.2	12.9	8.2	4.9
1980	100.0	40.1	1.9	1.4	27.8	[3]2.6	12.4	8.3	5.4
1981	100.0	40.8	1.8	1.5	27.4	[3]2.1	12.8	8.4	5.2
1982	100.0	42.5	1.7	1.4	25.6	1.9	12.7	8.7	5.3
1983	100.0	45.0	1.8	1.4	23.2	[3]2.2	12.9	7.7	5.7
1984	100.0	44.2	1.6	1.3	22.8	[3]2.2	13.4	8.4	6.1
1985	100.0	44.4	1.5	1.2	22.8	[3]2.1	13.5	8.7	5.7
1986	100.0	44.2	1.4	1.2	23.2	[3]2.2	13.6	8.6	5.7
1987	100.0	43.8	1.1	1.1	23.9	[3]2.8	13.3	8.2	5.7
1988	100.0	44.0	1.1	1.0	22.3	[3]3.6	13.5	8.5	6.0
1989	100.0	44.0	1.1	0.9	21.9	[3]3.7	13.2	8.6	6.5
1990	100.0	43.9	1.1	0.9	21.9	[3]3.7	13.4	8.6	6.4
1991	100.0	45.0	0.9	0.8	21.2	[3]3.2	13.6	8.5	6.8
1992	100.0	45.1	0.9	0.5	21.1	[3]3.4	13.5	8.1	7.4
1993	100.0	44.8	0.8	0.4	21.1	[3]3.4	14.0	8.1	7.5
1994	100.0	45.0	0.8	0.4	21.6	2.6	14.1	7.9	7.7
				Public universities[2]					
1977	100.0	16.4	2.9	52.4	17.0	2.1	4.7	0.7	3.7
1978	100.0	16.3	3.0	52.5	16.7	2.1	4.8	1.0	3.5
1979	100.0	15.9	3.0	52.1	16.9	2.3	4.7	1.0	4.0
1980	100.0	15.9	2.6	51.8	17.4	2.1	5.0	1.1	4.1
1981	100.0	16.4	2.3	51.3	17.3	2.3	5.0	1.1	4.3
1982	100.0	17.6	2.1	51.4	15.8	2.2	5.3	1.1	4.4
1983	100.0	19.0	2.0	50.3	15.0	2.1	5.9	1.2	4.5
1984	100.0	19.1	2.0	50.6	14.9	1.9	5.8	1.3	4.4
1985	100.0	18.3	2.1	51.2	14.8	2.0	5.9	1.3	4.4
1986	100.0	18.6	2.1	50.5	14.8	2.0	6.2	1.4	4.4
1987	100.0	19.5	1.9	49.3	15.0	2.4	6.4	1.0	4.5
1988	100.0	19.8	1.5	48.7	15.4	2.4	6.6	1.0	4.5
1989	100.0	20.0	1.5	47.7	15.6	2.6	7.0	1.0	4.6
1990	100.0	20.3	1.4	46.8	15.6	2.9	7.3	1.0	4.6
1991	100.0	21.1	1.4	45.6	16.0	3.0	7.2	1.1	4.8
1992	100.0	22.2	1.4	42.9	16.9	2.7	7.6	1.2	5.1
1993	100.0	23.0	1.4	41.8	17.0	2.7	7.7	1.3	5.1
1994	100.0	23.8	1.3	40.7	17.6	2.9	7.6	1.2	4.9

Table 53-1 **Percentage distribution of current fund revenues of institutions of higher education per full-time-equivalent (FTE) student, by revenue source and control and type of institution: Academic years ending 1977–94—Continued**

Academic year ending	Total	Tuition and fees[1]	Federal appropriations	State and local appropriations	Federal grants and contracts	State and local grants and contracts	Private gifts	Endowment	Sales and services of educational activities
				Private 4-year colleges					
1977	100.0	61.7	0.9	2.1	10.8	2.0	15.6	5.8	1.0
1978	100.0	62.5	1.0	2.0	10.5	2.0	15.2	5.8	1.0
1979	100.0	62.2	1.0	1.9	11.0	2.0	14.7	6.2	1.0
1980	100.0	61.0	1.0	1.9	11.5	2.3	14.5	6.6	1.1
1981	100.0	61.6	1.1	1.9	10.7	2.3	14.3	6.9	1.2
1982	100.0	63.0	0.8	1.7	9.2	2.3	14.2	7.6	1.0
1983	100.0	64.6	0.6	1.7	7.7	2.4	14.4	7.5	1.0
1984	100.0	65.0	0.5	1.7	7.7	2.4	14.2	7.4	1.1
1985	100.0	64.8	0.5	1.6	7.7	2.5	14.3	7.5	1.0
1986	100.0	64.9	0.5	1.6	7.8	2.6	14.1	7.4	1.1
1987	100.0	65.2	0.6	1.6	7.4	2.9	14.1	7.2	1.1
1988	100.0	65.5	0.5	1.6	7.4	3.1	13.4	7.3	1.1
1989	100.0	66.0	0.4	1.4	7.1	3.6	13.0	7.5	1.1
1990	100.0	66.8	0.4	1.2	7.1	3.8	12.4	7.3	1.0
1991	100.0	68.1	0.4	1.1	6.8	3.5	12.0	7.1	1.0
1992	100.0	68.9	0.4	0.8	7.0	4.1	11.5	6.5	1.0
1993	100.0	69.3	0.3	0.7	7.0	3.8	11.3	6.1	1.5
1994	100.0	69.6	0.2	0.7	7.0	4.0	11.1	5.8	1.5
				Public 4-year colleges					
1977	100.0	16.4	4.9	60.7	11.6	2.1	2.4	0.3	1.7
1978	100.0	16.0	4.9	61.4	10.9	2.2	2.5	0.2	1.8
1979	100.0	15.2	4.9	61.6	11.2	2.3	2.5	0.3	1.9
1980	100.0	14.9	5.0	61.5	11.3	2.2	2.6	0.3	2.1
1981	100.0	15.4	5.3	60.8	10.9	2.2	2.7	0.4	2.3
1982	100.0	16.1	4.7	61.5	9.7	2.1	2.9	0.4	2.5
1983	100.0	17.0	4.8	61.2	8.7	2.1	3.2	0.4	2.5
1984	100.0	18.2	4.7	59.8	8.5	2.3	3.3	0.4	2.7
1985	100.0	17.6	4.6	60.7	8.3	2.1	3.4	0.4	2.8
1986	100.0	17.7	4.3	60.0	8.4	2.6	3.6	0.4	3.0
1987	100.0	18.0	4.3	58.8	8.4	3.0	3.8	0.5	3.3
1988	100.0	18.4	4.3	58.4	8.3	2.9	3.7	0.5	3.5
1989	100.0	19.2	2.8	58.1	8.6	3.0	4.1	0.6	3.7
1990	100.0	19.7	4.2	55.6	8.6	3.2	4.3	0.6	3.8
1991	100.0	20.7	3.8	53.8	8.9	3.4	4.8	0.3	4.2
1992	100.0	22.4	3.6	51.3	9.4	3.7	4.9	0.6	4.1
1993	100.0	23.9	3.2	48.1	10.4	4.0	5.2	0.8	4.4
1994	100.0	24.4	3.4	46.8	10.8	4.2	5.3	0.6	4.5

Table 53-1 Percentage distribution of current fund revenues of institutions of higher education per full-time-equivalent (FTE) student, by revenue source and control and type of institution: Academic years ending 1977–94—Continued

Academic year ending	Total	Tuition and fees[1]	Federal appropriations	State and local appropriations	Federal grants and contracts	State and local grants and contracts	Private gifts	Endowment	Sales and services of educational activities
				Public 2-year colleges					
1977	100.0	16.8	2.0	72.5	5.8	2.0	0.5	0.1	0.4
1978	100.0	16.1	1.8	73.3	5.5	2.3	0.5	0.1	0.4
1979	100.0	15.8	1.9	72.7	6.0	2.5	0.5	0.1	0.5
1980	100.0	16.1	1.3	72.6	6.3	2.6	0.5	0.1	0.5
1981	100.0	16.8	1.2	71.7	6.3	2.8	0.5	0.1	0.6
1982	100.0	18.0	1.1	71.7	5.2	2.9	0.5	0.1	0.5
1983	100.0	19.3	0.8	71.4	4.3	2.9	0.6	0.1	0.5
1984	100.0	19.5	0.9	71.0	4.4	2.9	0.6	0.1	0.5
1985	100.0	19.1	0.7	70.9	4.6	3.4	0.6	0.1	0.5
1986	100.0	18.6	0.6	71.4	4.5	3.7	0.6	0.1	0.6
1987	100.0	18.5	0.7	70.4	4.1	4.8	0.6	0.1	0.6
1988	100.0	18.7	0.7	70.5	4.1	4.7	0.7	0.1	0.5
1989	100.0	19.1	0.7	68.7	4.2	6.0	0.8	0.1	0.5
1990	100.0	19.6	0.7	67.7	4.2	6.3	0.9	0.1	0.5
1991	100.0	20.5	0.7	67.4	4.2	5.7	0.9	0.1	0.5
1992	100.0	22.1	0.8	65.2	4.5	5.8	1.0	0.1	0.5
1993	100.0	26.2	0.6	61.0	5.0	5.6	1.0	0.1	0.7
1994	100.0	26.4	0.6	60.4	5.2	5.6	1.0	0.1	0.8

[1] Federally supported student aid received through students (e.g., Pell grants) is included under tuition and fees.

[2] Includes doctoral-granting institutions with and without medical schools.

[3] Revised from previously published figures.

NOTE: The Higher Education Price Index (HEPI) was used to calculate constant dollars, and the Consumer Price Index (CPI) was used to forecast the HEPI to July 1996. Data for academic years 1976-77 through 1993-94 include only institutions that provided both enrollment and finance data. Details may not add to totals due to rounding. Alternative approaches to calculating adjusted costs and expenditures can be found in the following publications: Kent Halstead, *Inflation Measures for Schools, Colleges, and Libraries: 1995 Update* (Washington, D.C.: Research Associates of Washington, September 1995), and Richard Rothstein with Karen Hawley Miles, *Where's the Money Gone?* (Washington, D.C.: Economic Policy Institute, 1995).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Financial Statistics of Institutions of Higher Education Survey and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment," "Financial Statistics," and "Institutional Characteristics" surveys.

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Table 53-2 **Current fund revenues of institutions of higher education per full-time-equivalent (FTE) student (in 1996 constant dollars), by revenue source and control and type of institution: Academic years ending 1977–94**

Academic year ending	Total	Tuition and fees[1]	Federal appropriations	State and local appropriations	Federal grants and contracts	State and local grants and contracts	Private gifts	Endowment	Sales and services of educational activities
					Private universities[2]				
1977	$23,021	$9,269	$505	$406	$6,382	$570	$2,981	$1,848	$1,060
1978	22,750	9,239	452	363	6,235	512	3,039	1,742	1,169
1979	22,856	9,330	451	351	6,253	512	2,959	1,871	1,128
1980	23,365	9,366	455	330	6,505	618	2,900	1,934	1,258
1981	23,534	9,602	421	357	6,455	494	3,002	1,982	1,221
1982	23,451	9,970	398	337	6,011	457	2,982	2,042	1,253
1983	23,653	10,649	426	337	5,493	510	3,055	1,832	1,351
1984	25,633	11,338	413	328	5,851	554	3,447	2,144	1,557
1985	26,432	11,735	409	327	6,026	562	3,567	2,309	1,496
1986	27,462	12,138	376	334	6,363	594	3,728	2,355	1,574
1987	29,703	13,007	341	329	7,104	824	3,948	2,447	1,705
1988	30,316	13,349	336	305	6,760	1,102	4,080	2,567	1,816
1989	31,082	13,667	347	291	6,820	1,157	4,104	2,687	2,010
1990	31,365	13,783	355	286	6,877	1,151	4,213	2,686	2,014
1991	31,691	14,250	299	253	6,722	1,004	4,312	2,686	2,166
1992	32,430	14,617	288	175	6,847	1,103	4,388	2,614	2,397
1993	33,492	15,002	266	142	7,071	1,126	4,684	2,698	2,502
1994	34,487	15,508	267	145	7,455	888	4,872	2,712	2,640
					Public universities[2]				
1977	$15,316	$2,513	$443	$8,032	$2,608	$326	$722	$109	$563
1978	15,574	2,541	468	8,181	2,595	334	755	153	546
1979	16,196	2,583	479	8,444	2,738	367	766	169	650
1980	16,067	2,552	410	8,328	2,790	345	798	181	663
1981	15,626	2,567	359	8,020	2,700	353	786	172	669
1982	15,302	2,687	325	7,872	2,416	331	819	175	678
1983	15,325	2,907	314	7,705	2,301	322	900	189	687
1984	15,828	3,028	314	8,013	2,351	300	913	210	700
1985	16,653	3,047	355	8,525	2,462	331	987	220	727
1986	17,296	3,223	355	8,728	2,559	349	1,074	245	762
1987	17,324	3,371	325	8,542	2,598	424	1,106	180	778
1988	17,798	3,532	266	8,676	2,744	435	1,177	177	793
1989	18,142	3,628	272	8,657	2,824	468	1,268	188	837
1990	18,245	3,712	255	8,544	2,840	523	1,340	191	841
1991	18,212	3,838	251	8,304	2,907	540	1,311	194	868
1992	18,027	4,001	244	7,730	3,044	492	1,364	225	927
1993	17,705	4,080	246	7,401	3,015	473	1,358	224	909
1994	17,602	4,187	232	7,161	3,092	514	1,342	216	858

Table 53-2 Current fund revenues of institutions of higher education per full-time-equivalent (FTE) student (in 1996 constant dollars), by revenue source and control and type of institution: Academic years ending 1977–94—Continued

Academic year ending	Total	Tuition and fees[1]	Federal appro-priations	State and local appro-priations	Federal grants and contracts	State and local grants and contracts	Private gifts	Endow-ment	Sales and services of educational activities
Private 4-year colleges									
1977	$11,378	$7,019	$106	$238	$1,231	$231	$1,777	$665	$111
1978	11,285	7,052	111	223	1,188	227	1,716	651	117
1979	11,413	7,096	116	215	1,256	227	1,679	704	120
1980	11,735	7,162	122	218	1,354	267	1,702	778	131
1981	11,693	7,205	126	219	1,250	266	1,677	812	138
1982	11,787	7,431	100	206	1,087	268	1,675	898	121
1983	11,994	7,754	73	207	924	282	1,732	898	123
1984	12,304	8,003	68	207	942	291	1,751	906	137
1985	12,745	8,265	69	203	975	319	1,822	959	133
1986	13,102	8,498	64	208	1,027	341	1,851	975	138
1987	13,894	9,057	77	225	1,022	404	1,954	1,006	149
1988	14,186	9,298	77	233	1,050	434	1,905	1,037	152
1989	14,389	9,497	61	195	1,025	521	1,865	1,073	152
1990	14,620	9,773	55	181	1,037	551	1,809	1,068	145
1991	14,810	10,081	55	169	1,005	521	1,781	1,056	141
1992	15,151	10,433	56	125	1,054	619	1,736	983	144
1993	15,369	10,644	41	109	1,083	583	1,737	942	230
1994	15,743	10,960	35	111	1,105	627	1,755	911	240
Public 4-year colleges									
1977	$11,505	$1,885	$565	$6,981	$1,336	$239	$273	$36	$190
1978	11,619	1,858	566	7,137	1,270	257	291	28	212
1979	11,989	1,825	590	7,391	1,341	279	297	34	233
1980	12,117	1,804	611	7,451	1,367	269	314	42	259
1981	11,891	1,825	634	7,236	1,301	264	317	47	268
1982	11,850	1,912	552	7,289	1,149	253	347	51	296
1983	11,528	1,964	550	7,058	999	248	373	47	290
1984	11,682	2,126	548	6,984	997	268	389	49	319
1985	12,415	2,186	570	7,537	1,027	266	425	50	353
1986	12,848	2,268	548	7,715	1,084	330	464	54	384
1987	12,632	2,273	546	7,423	1,058	377	476	61	419
1988	12,829	2,363	545	7,497	1,068	367	472	63	454
1989	12,664	2,431	356	7,352	1,088	380	519	70	467
1990	12,563	2,471	532	6,988	1,080	396	543	70	484
1991	12,025	2,486	460	6,474	1,073	411	575	41	505
1992	12,548	2,808	447	6,434	1,177	470	620	78	516
1993	13,429	3,212	435	6,458	1,401	539	693	101	590
1994	13,876	3,381	474	6,497	1,497	583	731	89	624

Table 53-2 **Current fund revenues of institutions of higher education per full-time-equivalent (FTE) student (in 1996 constant dollars), by revenue source and control and type of institution: Academic years ending 1977–94—Continued**

Academic year ending	Total	Tuition and fees[1]	Federal appropriations	State and local appropriations	Federal grants and contracts	State and local grants and contracts	Private gifts	Endowment	Sales and services of educational activities
				Public 2-year colleges					
1977	$6,122	$1,029	$118	$4,440	$352	$120	$31	$4	$24
1978	6,130	987	106	4,494	339	141	30	4	24
1979	6,256	990	118	4,548	376	156	29	4	31
1980	6,169	994	80	4,476	389	161	29	5	31
1981	5,877	989	70	4,216	367	164	29	6	31
1982	5,817	1,045	61	4,171	304	167	31	7	28
1983	5,443	1,050	43	3,888	235	158	31	8	28
1984	5,581	1,089	46	3,965	244	164	33	8	28
1985	6,082	1,160	44	4,313	282	206	37	8	29
1986	6,339	1,178	38	4,523	284	231	40	9	34
1987	6,440	1,191	46	4,537	267	310	41	9	36
1988	6,281	1,176	44	4,428	255	293	45	6	32
1989	6,472	1,235	41	4,448	272	386	51	6	31
1990	6,295	1,234	40	4,262	265	398	54	7	33
1991	6,285	1,287	42	4,237	263	359	56	6	32
1992	6,115	1,351	49	3,985	277	352	59	6	32
1993	6,478	1,695	36	3,949	322	361	62	6	45
1994	6,729	1,779	37	4,067	350	374	64	6	50

[1] Federally supported student aid received through students (e.g., Pell grants) is included under tuition and fees.

[2] Includes doctoral-granting institutions with and without medical schools.

NOTE: The Higher Education Price Index (HEPI) was used to calculate constant dollars, and the Consumer Price Index (CPI) was used to forecast the HEPI to July 1996. Data for academic years 1976–77 through 1993–94 include only institutions that provided both enrollment and finance data. Details may not add to totals due to rounding. Alternative approaches to calculating adjusted costs and expenditures can be found in the following publications: Kent Halstead, *Inflation Measures for Schools, Colleges, and Libraries: 1995 Update* (Washington, D.C.: Research Associates of Washington, September 1995), and Richard Rothstein with Karen Hawley Miles, *Where's the Money Gone?* (Washington, D.C.: Economic Policy Institute, 1995).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Financial Statistics of Institutions of Higher Education Survey and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment," "Financial Statistics," and "Institutional Characteristics" surveys.

Table 54-1 Percentage distribution of educational and general expenditures of institutions of higher education per full-time-equivalent (FTE) student, by expenditure categories, and control and type of institution: Academic years ending 1977–94

Academic year ending	Total	Instruction	Administration[1]	Student services	Research	Libraries	Public service	Operation and maintenance of plant	Scholarships and fellowships	Mandatory transfers
					Private universities[2]					
1977	100.0	38.0	13.2	3.3	21.1	4.2	2.2	8.8	8.1	1.1
1978	100.0	37.9	13.4	3.4	20.8	4.2	2.1	8.7	8.4	1.1
1979	100.0	37.4	14.0	3.4	20.7	3.9	2.1	9.0	8.1	1.3
1980	100.0	37.9	14.2	3.4	20.5	3.7	2.3	8.9	7.9	1.3
1981	100.0	38.1	13.9	3.5	19.8	3.7	2.1	9.1	8.2	1.5
1982	100.0	39.1	13.8	3.6	18.9	3.7	2.0	9.5	8.2	1.2
1983	100.0	39.4	14.8	3.7	17.9	3.6	2.1	9.2	8.2	1.2
1984	100.0	38.6	15.2	3.7	17.7	3.8	2.0	9.1	8.8	1.2
1985	100.0	38.0	14.9	3.8	18.1	3.5	2.4	8.9	8.9	1.4
1986	100.0	37.8	15.0	3.8	18.5	3.5	2.4	8.6	9.1	1.3
1987	100.0	38.4	15.2	3.9	18.4	3.1	2.6	7.7	9.4	1.4
1988	100.0	37.5	15.2	3.8	18.7	3.5	2.5	7.7	9.6	1.5
1989	100.0	38.0	15.2	3.7	18.4	3.4	2.5	7.5	9.7	1.6
1990	100.0	37.8	14.7	3.7	18.6	3.4	2.5	7.5	9.9	1.8
1991	100.0	38.3	14.8	3.8	17.8	3.2	2.6	7.8	10.3	1.6
1992	100.0	38.2	14.8	3.7	17.4	3.2	2.5	7.5	11.1	1.6
1993	100.0	38.4	14.1	3.5	17.9	3.2	2.7	7.3	11.4	1.7
1994	100.0	38.5	13.9	3.6	17.7	3.2	2.8	7.3	11.4	1.8
					Public universities[2]					
1977	100.0	39.0	13.0	3.7	18.4	3.5	8.1	9.1	4.0	1.2
1978	100.0	39.2	13.2	3.8	18.6	3.4	7.9	9.2	3.8	1.0
1979	100.0	39.1	13.1	3.7	18.9	3.2	8.2	9.3	3.5	1.0
1980	100.0	38.8	12.5	3.8	19.5	3.7	8.1	9.2	3.5	1.0
1981	100.0	38.5	12.9	3.8	19.7	3.2	8.3	9.1	3.5	1.0
1982	100.0	38.8	13.1	3.8	19.3	3.2	8.1	9.4	3.5	0.9
1983	100.0	38.8	13.1	3.8	19.2	3.3	8.1	9.4	3.5	0.9
1984	100.0	38.6	13.1	3.7	19.1	3.3	8.0	9.4	3.6	1.0
1985	100.0	38.3	13.7	3.7	19.4	3.2	8.0	9.2	3.6	0.9
1986	100.0	37.7	13.9	3.7	19.7	3.2	8.0	8.8	3.8	1.2
1987	100.0	38.0	14.0	3.7	20.0	3.1	7.8	8.3	3.8	1.2
1988	100.0	37.3	13.9	3.7	20.6	3.2	7.8	8.1	4.0	1.4
1989	100.0	36.8	13.9	3.7	21.0	3.1	8.0	7.9	4.2	1.3
1990	100.0	36.6	13.8	3.7	21.4	3.1	8.1	7.8	4.3	1.4
1991	100.0	36.3	13.7	3.6	21.7	3.0	8.2	7.6	4.5	1.4
1992	100.0	36.0	13.3	3.7	22.0	3.0	8.3	7.4	4.9	1.5
1993	100.0	35.7	13.1	3.7	22.3	2.9	8.3	7.2	5.3	1.5
1994	100.0	35.3	13.3	3.7	22.4	2.9	8.1	7.2	5.6	1.5

Table 54-1 **Percentage distribution of educational and general expenditures of institutions of higher education per full-time-equivalent (FTE) student, by expenditure categories, and control and type of institution: Academic years ending 1977–94—Continued**

Academic year ending	Total	Instruction	Administration[1]	Student services	Research	Libraries	Public service	Operation and maintenance of plant	Scholarships and fellowships	Mandatory transfers
					Private 4-year colleges					
1977	100.0	37.3	20.4	7.4	5.0	3.9	2.4	11.2	10.0	2.3
1978	100.0	37.5	20.6	7.6	4.8	3.9	2.2	11.3	9.8	2.3
1979	100.0	37.2	20.7	7.7	5.2	3.8	2.2	11.2	9.6	2.3
1980	100.0	36.7	20.8	7.8	5.3	3.7	2.2	11.4	9.8	2.4
1981	100.0	36.1	21.1	7.9	5.1	3.6	2.3	11.5	10.1	2.3
1982	100.0	36.1	21.4	8.0	4.6	3.6	2.5	11.4	10.1	2.2
1983	100.0	36.2	21.7	8.2	4.5	3.6	2.4	11.1	10.0	2.2
1984	100.0	36.0	21.6	8.2	4.4	3.6	2.4	10.9	10.6	2.2
1985	100.0	35.6	21.7	8.3	4.6	3.5	2.4	10.6	11.1	2.3
1986	100.0	35.1	21.7	8.3	4.8	3.5	2.6	10.2	11.5	2.3
1987	100.0	34.3	22.8	8.3	4.9	2.9	2.7	9.7	12.1	2.2
1988	100.0	34.1	22.1	8.4	5.0	3.2	3.0	9.5	12.8	2.0
1989	100.0	33.8	22.2	8.5	5.0	3.1	2.9	9.4	12.9	2.2
1990	100.0	33.5	21.9	8.5	4.9	3.1	3.1	9.1	13.6	2.2
1991	100.0	33.4	22.2	8.7	4.4	2.9	3.1	8.9	14.2	2.2
1992	100.0	33.1	21.4	8.7	4.3	3.0	3.2	8.6	15.7	2.1
1993	100.0	32.8	20.7	8.7	4.4	2.9	3.5	8.5	16.5	2.1
1994	100.0	32.3	20.6	8.7	4.4	2.9	3.5	8.4	17.1	2.1
					Public 4-year colleges					
1977	100.0	46.4	16.7	5.8	7.0	3.9	2.9	11.5	3.9	2.0
1978	100.0	46.2	16.7	6.0	7.1	3.9	2.9	11.7	3.5	2.1
1979	100.0	45.6	17.1	6.2	7.5	3.8	2.9	11.6	3.2	2.0
1980	100.0	44.9	17.3	6.2	8.0	3.8	3.1	11.7	3.3	1.8
1981	100.0	44.8	17.2	6.1	7.9	3.9	3.1	11.9	3.1	1.8
1982	100.0	45.7	17.6	5.8	7.6	3.7	3.1	12.1	2.8	1.6
1983	100.0	45.7	17.4	5.9	7.5	3.7	3.1	12.1	2.9	1.7
1984	100.0	45.1	18.2	6.3	7.5	3.8	3.1	11.3	2.9	1.7
1985	100.0	44.8	18.4	6.2	7.7	3.7	3.3	11.7	2.7	1.6
1986	100.0	45.0	18.4	6.2	8.2	3.6	3.3	10.7	2.9	1.8
1987	100.0	44.7	18.7	6.1	8.6	3.2	3.6	10.4	3.1	1.6
1988	100.0	44.6	18.4	6.2	8.9	3.3	3.7	10.1	3.1	1.6
1989	100.0	44.6	18.2	6.1	9.4	3.3	3.8	9.9	3.1	1.6
1990	100.0	44.4	18.7	6.1	9.3	3.3	4.0	9.6	3.2	1.6
1991	100.0	44.3	18.6	6.2	9.5	3.1	4.0	9.4	3.3	1.5
1992	100.0	43.2	18.9	6.1	9.7	3.1	4.3	9.1	4.1	1.6
1993	100.0	42.0	19.4	6.5	9.8	3.0	4.4	8.9	4.4	1.6
1994	100.0	42.1	18.8	6.2	10.1	3.0	4.4	8.9	4.9	1.6

Table 54-1 Percentage distribution of educational and general expenditures of institutions of higher education per full-time-equivalent (FTE) student, by expenditure categories, and control and type of institution: Academic years ending 1977–94—Continued

Academic year ending	Total	Instruction	Administration[1]	Student services	Research	Libraries	Public service	Operation and maintenance of plant	Scholarships and fellowships	Mandatory transfers
					Public 2-year colleges					
1977	100.0	51.1	18.1	8.4	0.3	3.5	2.0	11.2	2.9	2.4
1978	100.0	50.6	19.4	8.2	0.2	3.5	2.1	11.3	2.2	2.4
1979	100.0	50.2	19.5	8.4	0.4	3.4	1.9	11.3	2.2	2.6
1980	100.0	50.3	19.0	8.6	0.4	3.2	2.2	11.7	2.3	2.2
1981	100.0	50.6	19.1	8.7	0.4	3.1	2.2	12.0	2.3	1.7
1982	100.0	50.9	19.0	8.8	0.2	3.4	1.9	12.3	2.1	1.5
1983	100.0	50.9	19.5	8.9	0.2	3.0	1.5	12.3	2.1	1.6
1984	100.0	50.8	19.8	8.8	0.2	3.0	1.7	12.2	2.0	1.5
1985	100.0	50.3	20.2	8.8	0.2	2.9	2.0	12.1	2.2	1.4
1986	100.0	49.9	20.7	9.0	0.1	2.9	2.0	11.9	2.2	1.4
1987	100.0	49.6	21.8	9.4	0.1	2.3	2.2	11.5	2.2	0.8
1988	100.0	49.2	21.3	9.9	0.1	2.7	2.3	11.4	2.4	0.8
1989	100.0	49.6	21.5	9.5	0.1	2.6	2.5	11.2	2.4	0.7
1990	100.0	49.8	21.5	9.7	0.1	2.5	2.4	11.0	2.3	0.7
1991	100.0	49.9	21.6	9.9	0.1	2.5	2.4	10.7	2.4	0.6
1992	100.0	50.3	20.9	10.2	0.2	2.4	2.2	10.4	2.8	0.6
1993	100.0	50.1	20.9	10.4	0.2	2.3	2.3	10.1	3.1	0.6
1994	100.0	49.4	21.0	10.4	0.2	2.3	2.4	10.3	3.4	0.7

[1] Includes institutional and academic support. Libraries were excluded.

[2] Includes doctoral-granting institutions with and without medical schools.

NOTE: The Higher Education Price Index (HEPI) was used to calculate constant dollars and the Consumer Price Index (CPI) was used to forecast the HEPI to July 1996. Data for academic years 1976-77 through 1993-94 include only institutions that provided both enrollment and finance data. Details may not add to totals due to rounding. Alternative approaches to calculating adjusted costs and expenditures can be found in the following publications: Kent Halstead, *Inflation Measures for Schools, Colleges, and Libraries: 1995 Update* (Washington, D.C.: Research Associates of Washington, September 1995), and Richard Rothstein with Karen Hawley Miles, *Where's the Money Gone?* (Washington, D.C.: Economic Policy Institute, 1995).

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Educational Statistics, 1996*, tables 338-342 (based on the IPEDS/HEGIS "Fall Enrollment," "Financial Statistics," and "Institutional Characteristics" surveys).

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Table 54-2 Educational and general expenditures of institutions of higher education per full-time-equivalent (FTE) student (in 1996 constant dollars), by expenditure categories, and control and type of institution: Academic years ending 1977–94

Academic year ending	Total	Instruction	Administration[1]	Student services	Research	Libraries	Public service	Operation and maintenance of plant	Scholarships and fellowships	Mandatory transfers
					Private universities[2]					
1977	$23,644	$8,990	$3,131	$788	$4,979	$983	$529	$2,072	$1,918	$254
1978	23,365	8,867	3,121	786	4,855	981	494	2,043	1,953	265
1979	23,660	8,841	3,321	814	4,901	924	496	2,129	1,918	314
1980	24,003	9,088	3,403	808	4,927	885	554	2,130	1,900	307
1981	24,268	9,251	3,381	853	4,808	894	502	2,210	1,996	372
1982	24,201	9,452	3,348	881	4,581	896	488	2,291	1,979	284
1983	24,397	9,606	3,615	907	4,359	880	504	2,245	1,995	286
1984	26,185	10,098	3,989	966	4,643	994	518	2,370	2,298	310
1985	27,276	10,367	4,071	1,029	4,948	958	662	2,432	2,434	374
1986	28,306	10,690	4,246	1,088	5,232	987	673	2,434	2,582	372
1987	30,920	11,877	4,698	1,193	5,703	944	789	2,391	2,894	430
1988	31,288	11,745	4,751	1,193	5,856	1,094	768	2,421	2,996	463
1989	31,994	12,150	4,851	1,197	5,894	1,081	799	2,402	3,115	504
1990	32,324	12,224	4,763	1,200	6,022	1,098	820	2,432	3,190	575
1991	33,318	12,759	4,922	1,251	5,925	1,061	853	2,586	3,426	535
1992	34,328	13,100	5,072	1,264	5,983	1,110	862	2,584	3,809	544
1993	35,241	13,528	4,957	1,241	6,291	1,111	[illegible]	2,580	4,005	586
1994	36,280	13,955	5,031	1,291	6,405	1,159	[illegible]	2,639	4,149	641
					Public universities[2]					
1977	$15,273	$5,955	$1,983	$563	$2,803	$538	$1,239	$1,392	$613	$187
1978	15,409	6,046	2,027	585	2,860	517	1,211	1,416	588	160
1979	15,969	6,238	2,092	593	3,023	515	1,303	1,481	561	162
1980	15,799	6,124	1,981	597	3,080	584	1,275	1,448	554	157
1981	15,536	5,985	2,000	586	3,055	503	1,290	1,415	548	155
1982	15,334	5,953	2,008	576	2,953	497	1,244	1,437	534	132
1983	15,300	5,941	2,005	575	2,935	503	1,237	1,439	535	131
1984	15,671	6,043	2,058	585	2,996	525	1,259	1,480	568	156
1985	16,423	6,286	2,251	608	3,190	528	1,316	1,512	587	146
1986	17,062	6,430	2,374	628	3,357	551	1,371	1,508	642	200
1987	17,374	6,601	2,436	647	3,471	534	1,361	1,444	668	211
1988	17,830	6,656	2,476	665	3,672	570	1,388	1,446	710	246
1989	18,180	6,694	2,531	679	3,809	566	1,458	1,440	763	242
1990	18,119	6,627	2,496	664	3,870	556	1,461	1,420	774	252
1991	18,444	6,688	2,525	670	4,008	551	1,506	1,400	831	265
1992	18,362	6,616	2,443	676	4,036	550	1,518	1,351	906	267
1993	18,786	6,699	2,470	693	4,194	549	1,553	1,354	992	282
1994	19,171	6,768	2,558	711	4,288	562	1,556	1,374	1,066	287

Table 54-2 Educational and general expenditures of institutions of higher education per full-time-equivalent (FTE) student (in 1996 constant dollars), by expenditure categories, and control and type of institution: Academic years ending 1977–94—Continued

Academic year ending	Total	Instruction	Administration[1]	Student services	Research	Libraries	Public service	Operation and maintenance of plant	Scholarships and fellowships	Mandatory transfers
Private 4-year colleges										
1977	$11,656	$4,353	$2,376	$865	$589	$455	$281	$1,304	$1,161	$272
1978	11,604	4,351	2,388	881	559	457	254	1,314	1,133	268
1979	11,746	4,367	2,436	906	615	450	257	1,321	1,122	273
1980	11,947	4,380	2,480	930	633	440	259	1,366	1,175	283
1981	11,989	4,323	2,533	951	606	431	277	1,383	1,207	276
1982	12,156	4,388	2,601	976	562	433	306	1,390	1,226	273
1983	12,410	4,496	2,689	1,019	553	452	299	1,383	1,245	274
1984	12,828	4,613	2,777	1,054	568	459	307	1,401	1,360	288
1985	13,304	4,736	2,883	1,102	606	468	325	1,407	1,476	301
1986	13,762	4,825	2,987	1,143	667	478	352	1,410	1,586	312
1987	14,587	5,008	3,331	1,214	711	420	394	1,421	1,761	326
1988	14,937	5,089	3,300	1,254	752	471	442	1,418	1,906	304
1989	15,097	5,102	3,348	1,278	754	471	441	1,420	1,954	328
1990	15,339	5,143	3,358	1,311	746	474	477	1,403	2,088	340
1991	15,592	5,211	3,469	1,355	690	451	478	1,385	2,218	336
1992	16,001	5,295	3,417	1,389	682	477	517	1,372	2,516	337
1993	16,134	5,292	3,340	1,397	708	465	561	1,363	2,666	341
1994	16,524	5,344	3,401	1,443	723	480	584	1,382	2,823	345
Public 4-year colleges										
1977	$11,137	$5,166	$1,854	$642	$779	$436	$321	$1,285	$434	$220
1978	11,233	5,193	1,876	672	795	434	322	1,313	391	238
1979	11,592	5,289	1,984	722	872	438	334	1,347	374	231
1980	11,721	5,259	2,024	732	936	447	359	1,372	382	211
1981	11,591	5,196	1,993	712	921	451	360	1,379	364	214
1982	11,546	5,271	2,030	673	876	432	355	1,401	325	183
1983	11,267	5,145	1,961	667	848	412	346	1,369	332	187
1984	11,384	5,138	2,075	717	858	429	354	1,290	326	199
1985	12,029	5,388	2,212	748	932	439	396	1,402	321	191
1986	12,424	5,596	2,289	773	1,013	445	405	1,325	356	222
1987	12,429	5,557	2,325	763	1,068	402	444	1,288	382	200
1988	12,671	5,650	2,335	786	1,125	424	474	1,282	390	205
1989	12,485	5,569	2,278	763	1,168	412	477	1,231	382	204
1990	12,588	5,588	2,349	763	1,168	411	503	1,206	403	197
1991	12,239	5,428	2,276	762	1,163	376	485	1,156	408	185
1992	12,409	5,360	2,345	755	1,206	382	529	1,124	504	203
1993	12,849	5,395	2,489	840	1,260	380	562	1,148	566	209
1994	13,007	5,477	2,444	806	1,311	384	575	1,164	636	210

Table 54-2 Educational and general expenditures of institutions of higher education per full-time-equivalent (FTE) student (in 1996 constant dollars), by expenditure categories, and control and type of institution: Academic years ending 1977–94—Continued

Academic year ending	Total	Instruction	Administration[1]	Student services	Research	Libraries	Public service	Operation and maintenance of plant	Scholarships and fellowships	Mandatory transfers
Public 2-year colleges										
1977	$6,003	$3,066	$1,087	$504	$19	$211	$120	$674	$176	$146
1978	6,034	3,054	1,171	494	11	213	128	685	133	146
1979	6,240	3,131	1,219	525	23	211	121	708	139	164
1980	6,136	3,086	1,166	530	25	196	137	720	143	132
1981	5,873	2,973	1,120	512	22	185	127	702	133	99
1982	5,874	2,989	1,116	518	12	199	112	721	121	86
1983	5,557	2,827	1,086	497	12	167	83	681	117	87
1984	5,636	2,864	1,117	495	12	168	96	688	114	82
1985	6,182	3,108	1,248	544	10	180	125	748	134	85
1986	6,364	3,176	1,317	571	6	184	126	758	140	86
1987	6,473	3,212	1,410	609	7	147	140	747	145	54
1988	6,381	3,140	1,356	633	6	173	145	726	153	48
1989	6,457	3,201	1,390	611	8	168	160	721	153	46
1990	6,277	3,125	1,347	608	9	160	152	690	142	42
1991	6,347	3,164	1,370	627	8	156	153	681	150	37
1992	6,064	3,050	1,270	619	9	147	136	628	168	36
1993	6,147	3,080	1,282	640	10	139	143	624	191	39
1994	6,462	3,189	1,359	672	10	150	152	665	221	43

[1] Includes institutional and academic support. Libraries were excluded.

[2] Includes doctoral-granting institutions with and without medical schools.

NOTE: The Higher Education Price Index (HEPI) was used to calculate constant dollars and the Consumer Price Index (CPI) was used to forecast the HEPI to July 1996. Data for academic years 1976–77 through 1993–94 include only institutions that provided both enrollment and finance data. Details may not add to totals due to rounding. Alternative approaches to calculating adjusted costs and expenditures can be found in the following publications: Kent Halstead, *Inflation Measures for Schools, Colleges, and Libraries: 1995 Update* (Washington, D.C.: Research Associates of Washington, September 1995), and Richard Rothstein with Karen Hawley Miles, *Where's the Money Gone?* (Washington, D.C.: Economic Policy Institute, 1995).

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Educational Statistics, 1996,* tables 338–342 (based on the IPEDS/HEGIS "Fall Enrollment," "Financial Statistics," and "Institutional Characteristics" surveys).

Table 55-1 Education expenditures as a percentage of Gross Domestic Product (GDP) for primary and secondary education, by source of funds: 1993

Country	Direct public expenditures for education institutions	Total public subsidies to households and other private entities, excluding public subsidies for student living costs	Private payments to education institutions, excluding public subsidies to households and other private entities	Total expenditures from both public and private sources for education institutions	Total expenditures from public, private, and international sources for education institutions, plus public subsidies to households	Private payments other than to education institutions
Australia	3.65	0.03	0.43	4.10	4.45	0.34
Austria	3.54	0.01	0.02	3.58	3.59	0.02
Belgium	3.70	0.00	—	—	—	—
Canada	4.26	(1)	0.26	4.52	4.52	(1)
Czech Republic	3.35	0.00	—	—	—	—
Denmark	4.45	0.00	0.09	4.54	5.11	0.57
Finland	4.70	—	0.02	4.72	4.87	0.15
France	4.02	0.00	0.33	4.35	4.41	0.14
Germany	3.00	0.00	0.94	3.94	4.06	—
Greece	2.56	0.00	—	—	—	—
Hungary	4.11	0.00	0.42	4.53	4.54	0.00
Iceland	3.53	0.00	(1)	3.53	3.65	0.12
Ireland	3.67	0.00	0.17	3.84	3.95	0.12
Italy	3.49	0.06	0.00	3.49	3.49	—
Japan	2.97	—	0.27	3.24	3.24	—
Korea	3.03	0.00	0.81	3.85	3.85	0.00
Mexico	2.99	—	—	—	—	—
Netherlands	3.03	0.11	0.06	3.20	3.39	0.28
New Zealand	4.40	0.10	—	—	—	—
Norway	4.45	0.00	—	—	—	—
Portugal	3.79	0.00	0.07	3.85	3.92	0.07
Spain	3.36	0.00	0.47	3.83	3.89	0.31
Sweden	4.69	0.00	0.01	4.70	5.14	0.43
Switzerland	4.16	0.05	—	—	—	—
Turkey	2.44	(2)	(2)	2.44	2.48	0.04
United Kingdom	3.91	0.04	—	—	—	0.03
United States	3.78	(1)	0.37	4.15	4.15	0.02

— Not available.

[1] Data were included in another category of the item or in another item of the survey.

[2] Data were not applicable because the question survey item does not apply.

NOTE: For detailed information concerning coverage, methodology, and interpretation for specific countries, see *Education at a Glance* (1996), pp. 349–352.

SOURCE: Organization for Economic Co-operation and Development, Center for Education Research and Innovation, http://www.oecd.org/els/stats/eag/ind_list.htm, table F1.12.

Table 55-2 Education expenditures as a percentage of Gross Domestic Product (GDP) for higher education, by source of funds: 1993

Country	Direct public expenditures for education institutions	Total public subsidies to households and other private entities, excluding public subsidies for student living costs	Private payments to education institutions, excluding public subsidies to households and other private entities	Total expenditures from both public and private sources for education institutions	Total expenditures from public, private, and international sources for education institutions, plus public subsidies to households	Private payments other than to education institutions
Australia	1.14	0.09	0.42	1.73	1.92	0.19
Austria	1.05	0.00	0.01	1.06	1.13	0.07
Belgium	0.97	0.00	—	—	—	—
Canada	1.73	0.46	0.40	2.59	2.84	0.38
Czech Republic	0.78	0.00	—	—	—	—
Denmark	1.34	0.00	0.00	1.35	2.16	0.81
Finland	1.75	—	0.01	1.76	2.24	0.48
France	0.89	0.00	0.17	1.06	1.14	0.08
Germany	0.94	0.01	0.10	1.05	1.16	—
Greece	0.84	0.00	—	—	—	—
Hungary	0.91	0.00	0.19	1.09	1.26	0.16
Iceland	0.67	0.00	0.05	0.72	1.23	0.51
Ireland	1.00	0.07	0.27	1.39	1.58	0.15
Italy	0.79	0.02	0.09	0.91	1.07	—
Japan	0.37	—	0.57	0.94	0.94	—
Korea	0.25	0.01	1.09	1.35	1.37	0.01
Mexico	0.72	—	—	—	—	—
Netherlands	1.25	0.14	0.04	1.44	1.76	0.38
New Zealand	1.20	0.32	—	—	—	—
Norway	1.50	0.00	—	—	—	—
Portugal	0.81	0.00	0.08	0.89	0.97	0.08
Spain	0.77	0.00	0.18	0.95	1.01	0.10
Sweden	1.46	0.00	0.14	1.60	2.30	0.69
Switzerland	1.16	0.01	—	—	—	—
Turkey	0.80	(*)	(*)	0.81	0.86	0.12
United Kingdom	0.68	0.25	0.00	0.93	1.18	0.21
United States	1.18	0.08	1.17	2.43	2.51	0.13

— Not available.

* Data were not applicable because the survey item does not apply.

NOTE: For detailed information concerning coverage, methodology, and interpretation for specific countries, see *Education at a Glance* (1996), pp. 349–352.

SOURCE: Organization for Economic Co-operation and Development, Center for Education Research and Innovation, http://www.oecd.org/els/stats/eag/ind_list.htm, table F1.3.

Table 55-3 Education expenditures as a percentage of Gross Domestic Product (GDP) for all levels of education combined, by source of funds: 1993

Country	Direct public expenditures for education institutions	Total public subsidies to households and other private entities, excluding public subsidies for student living costs	Private payments to education institutions, excluding public subsidies to households and other private entities	Total expenditures from both public and private sources for education institutions	Total expenditures from public, private, and international sources for education institutions, plus public subsidies to households	Private payments other than to education institutions
Australia	4.92	0.21	0.84	5.96	6.49	0.53
Austria	5.31	0.01	0.12	5.44	5.57	0.13
Belgium	5.65	0.00	—	—	—	—
Canada	6.22	0.46	0.67	7.35	7.60	0.25
Czech Republic	5.02	0.00	—	—	—	—
Denmark	6.71	0.00	0.53	7.24	8.80	1.56
Finland	7.28	—	0.03	7.31	7.94	0.64
France	5.60	0.00	0.53	6.13	6.27	0.24
Germany	4.55	0.01	1.35	5.92	6.14	—
Greece	3.40	0.00	—	—	—	—
Hungary	5.89	0.00	0.72	6.61	6.79	0.18
Iceland	4.64	0.00	0.61	5.25	5.87	0.23
Ireland	5.24	0.11	0.46	5.81	6.15	0.30
Italy	4.96	0.08	0.03	5.08	5.25	—
Japan	3.66	—	1.20	4.86	4.86	—
Korea	3.72	0.05	1.95	5.72	5.75	0.01
Mexico	4.09	—	—	—	—	—
Netherlands	4.63	0.26	0.10	5.00	5.51	0.66
New Zealand	6.01	0.40	—	—	—	—
Norway	7.58	0.00	—	—	—	—
Portugal	5.28	0.00	0.15	5.43	5.58	0.15
Spain	4.54	0.00	0.76	5.30	5.42	0.55
Sweden	6.72	0.00	0.15	6.86	8.00	1.12
Switzerland	5.63	0.07	—	—	—	—
Turkey	3.28	(*)	(*)	3.29	3.38	0.12
United Kingdom	4.67	0.28	—	—	—	—
United States	5.15	0.08	1.61	6.84	6.92	0.16

— Not available.

* Data were not applicable because the survey item does not apply.

NOTE: For detailed information concerning coverage, methodology, and interpretation for specific countries, see *Education at a Glance* (1996), pp. 349-352.

SOURCE: Organization for Economic Co-operation and Development, Center for Education Research and Innovation, http://www.oecd.org/els/stats/eag/ind_list.htm, table F1.4.

Table 55-4 Expenditures per student for early childhood education: 1993

Country	Type of institution	Full-time-equivalent enrollment	Expenditures per student, in 1993 constant U.S. dollars	Expenditures per student, as a percentage of GDP per capita
Australia	Public and private	—	—	—
Austria	Public	151,911	$4,712	24.6
Belgium	Public and government-dependent	413,888	2,152	11.1
Canada	Public and private	252,398	5,270	27.3
Czech Republic	Public	332,828	1,676	19.8
Denmark	Public and private	209,541	4,584	23.9
Finland	Public and government-dependent	90,514	5,891	37.7
France	Public and private	2,549,255	2,678	14.3
Germany	Public	1,206,973	3,611	19.5
Greece	Public	—	—	—
Hungary	Public and private	396,215	1,376	22.9
Iceland	Public and private	—	—	—
Ireland	Public and private	121,894	1,866	13.5
Italy	Public	1,578,420	3,299	18.6
Japan	Public and private	1,950,887	2,294	11.3
Korea	Public and private	—	935	9.5
Mexico	Public	2,650,339	817	12.0
Netherlands	Public and private	371,726	2,635	14.8
New Zealand	Public and private	56,171	2,180	14.6
Norway	Public	100,215	6,451	33.9
Portugal	Public	77,737	1,794	15.2
Spain	Public and private	1,066,172	2,210	16.6
Sweden	Public and private	283,860	2,942	17.5
Switzerland	Public	139,125	2,335	10.1
Turkey	Public and private	138,504	871	15.7
United Kingdom	Public and government-dependent	237,806	3,508	20.7
United States	Public and private	4,434,598	3,551	14.6

— Not available.

NOTE: For detailed information concerning coverage, methodology, and interpretation for specific countries, see *Education at a Glance* (1996), pp. 353–354.

SOURCE: Organization for Economic Co-operation and Development, Center for Education Research and Innovation, http://www.oecd.org/els/stats/eag/ind_list.htm, table F3.1.

Table 55-5 Expenditures per student for primary education: 1993

Country	Type of institution	Full-time-equivalent enrollment	Expenditures per student, in 1993 constant U.S. dollars	Expenditures per student, as a percentage of GDP per capita
Australia	Public and private	1,816,066	$2,985	17.2
Austria	Public	365,428	4,291	22.4
Belgium	Public and government-dependent	738,330	2,953	15.3
Canada	Public and private	—	—	—
Czech Republic	Public	542,035	1,506	17.8
Denmark	Public and private	325,070	4,745	24.8
Finland	Public and government-dependent	391,994	4,095	26.2
France	Public and private	4,129,698	3,154	16.9
Germany	Public	3,614,112	2,815	15.2
Greece	Public	—	—	—
Hungary	Public and private	510,451	1,607	26.7
Iceland	Public and private	28,960	2,645	14.1
Ireland	Public and private	398,851	1,882	13.6
Italy	Public	2,863,279	4,107	23.2
Japan	Public and private	8,976,699	3,960	19.5
Korea	Public and private	—	1,715	17.4
Mexico	Public	13,517,525	741	10.9
Netherlands	Public and private	1,165,481	2,793	15.7
New Zealand	Public and private	326,916	2,659	17.8
Norway	Public	—	—	—
Portugal	Public	856,570	2,581	21.9
Spain	Public and private	2,545,628	2,293	17.2
Sweden	Public and private	610,596	4,917	29.2
Switzerland	Public	430,282	5,835	25.2
Turkey	Public and private	6,647,873	832	15.0
United Kingdom	Public and government-dependent	4,793,441	3,295	19.4
United States	Public and private	22,976,240	5,492	22.6

— Not available.

NOTE: For detailed information concerning coverage, methodology, and interpretation for specific countries, see *Education at a Glance* (1996), pp. 353–354.

SOURCE: Organization for Economic Co-operation and Development, Center for Education Research and Innovation, http://www.oecd.org/els/stats/eag/ind_list.htm, table F3.2.

Table 55-6 Expenditures per student for secondary education: 1993

Country	Type of institution	Full-time-equivalent enrollment	Expenditures per student, in 1993 constant U.S. dollars	Expenditures per student, as a percentage of GDP per capita
Australia	Public and private	1,510,401	$4,871	28.1
Austria	Public	606,671	6,721	35.1
Belgium	Public and government-dependent	936,099	5,373	27.8
Canada	Public and private	—	—	—
Czech Republic	Public	1,166,512	1,903	22.4
Denmark	Public and private	480,568	6,175	32.2
Finland	Public and government-dependent	447,616	4,769	30.5
France	Public and private	5,959,223	5,685	30.4
Germany	Public	7,513,222	6,481	35.1
Greece	Public	786,938	1,578	18.0
Hungary	Public and private	1,177,664	1,685	28.0
Iceland	Public and private	30,163	3,258	17.4
Ireland	Public and private	374,528	3,031	22.0
Italy	Public	4,938,465	5,235	29.6
Japan	Public and private	10,662,691	4,356	21.5
Korea	Public and private	—	2,026	20.6
Mexico	Public	5,761,010	1,477	21.7
Netherlands	Public and private	1,364,550	3,979	22.4
New Zealand	Public and private	355,707	3,951	26.4
Norway	Public	—	—	—
Portugal	Public	843,333	2,491	21.1
Spain	Public and private	4,613,880	3,033	22.8
Sweden	Public and private	688,234	5,651	33.6
Switzerland	Public	513,022	7,024	30.3
Turkey	Public and private	4,357,981	587	10.5
United Kingdom	Public and government-dependent	5,127,519	4,494	26.5
United States	Public and private	20,516,146	6,541	27.0

— Not available

NOTE: For detailed information concerning coverage, methodology, and interpretation for specific countries, see *Education at a Glance* (1996), pp. 353–354.

SOURCE: Organization for Economic Co-operation and Development, Center for Education Research and Innovation, http://www.oecd.org/els/stats/eag/ind_list.htm, table F3.3.

Table 55-7 Expenditures per student for higher education: 1993

Country	Type of institution	Full-time-equivalent enrollment	Expenditures per student, in 1993 constant U.S. dollars	Expenditures per student, as a percentage of GDP per capita
Australia	Public and private	593,783	$9,036	52.0
Austria	Public	218,407	8,642	45.1
Belgium	Public and government-dependent	296,047	6,380	33.0
Canada	Public and private	1,300,582	11,132	57.6
Czech Republic	Public	147,951	4,788	56.5
Denmark	Public and private	166,555	8,045	42.0
Finland	Public and government-dependent	191,200	7,295	46.6
France	Public and private	1,887,452	6,033	32.3
Germany	Public	1,993,459	7,902	42.8
Greece	Public	303,966	2,502	28.5
Hungary	Public and private	130,609	5,189	86.4
Iceland	Public and private	7,059	5,059	27.1
Ireland	Public and private	99,188	7,076	51.3
Italy	Public	1,800,493	5,169	29.2
Japan	Public and private	3,145,390	7,556	37.3
Korea	Public and private	—	2,589	26.3
Mexico	Public	1,044,647	4,264	62.8
Netherlands	Public and private	451,366	8,665	48.8
New Zealand	Public and private	109,353	7,337	49.0
Norway	Public	140,249	8,343	43.8
Portugal	Public	182,251	5,667	48.0
Spain	Public and private	1,317,963	3,835	28.8
Sweden	Public and private	185,725	12,693	75.4
Switzerland	Public	114,604	15,731	67.9
Turkey	Public and private	996,109	2,696	48.5
United Kingdom	Public and government-dependent	1,127,737	8,241	48.6
United States	Public and private	10,417,787	14,607	60.2

— Not available.

NOTE: For detailed information concerning coverage, methodology, and interpretation for specific countries, see *Education at a Glance* (1996), pp. 353–354.

SOURCE: Organization for Economic Co-operation and Development, Center for Education Research and Innovation, http://www.oecd.org/els/stats/eag/ind_list.htm, table F3.4.

Table 55-8 Expenditures per student for all levels of education combined: 1993

Country	Type of institution	Full-time-equivalent enrollment	Expenditures per student, in 1993 constant U.S. dollars	Expenditures per student, as a percentage of GDP per capita
Australia	Public and private	3,920,250	$4,628	26.7
Austria	Public	1,342,418	6,565	34.3
Belgium	Public and government-dependent	2,384,363	4,616	23.9
Canada	Public and private	6,353,735	6,466	33.5
Czech Republic	Public	2,189,326	2,081	24.5
Denmark	Public and private	1,181,735	5,902	30.8
Finland	Public and government-dependent	1,121,324	5,167	33.0
France	Public and private	1[illegible]5,628	4,548	24.3
Germany	Public	16,284,370	5,450	29.5
Greece	Public	1,914,147	1,616	18.4
Hungary	Public and private	2,214,939	1,849	30.8
Iceland	Public and private	66,182	3,932	21.0
Ireland	Public and private	998,379	2,881	20.9
Italy	Public	11,180,657	5,021	28.4
Japan	Public and private	25,987,377	4,727	23.3
Korea	Public and private	—	2,132	21.6
Mexico	Public	22,973,521	1,102	16.2
Netherlands	Public and private	3,353,123	4,048	22.8
New Zealand	Public and private	848,146	3,681	24.6
Norway	Public	933,671	6,010	31.5
Portugal	Public	1,959,891	3,131	26.5
Spain	Public and private	9,543,643	2,916	21.9
Sweden	Public and private	1,768,415	5,702	33.9
Switzerland	Public	1,197,033	7,011	30.2
Turkey	Public and private	12,140,467	897	16.1
United Kingdom	Public and government-dependent	11,286,502	4,339	25.6
United States	Public and private	58,344,770	7,341	30.3

— Not available.

NOTE: For detailed information concerning coverage, methodology, and interpretation for specific countries, see *Education at a Glance* (1996), pp. 353–354.

SOURCE: Organization for Economic Co-operation and Development, Center for Education Research and Innovation, http://www.oecd.org/els/stats/eag/ind_list.htm, table F3.5.

Table 55-9 Basic reference statistics: 1993

Country	Gross Domestic Product (GDP)[1,2]	Purchasing Power Parity (PPP) Index	Adjustment factor[3]	GDP, in U.S. dollars[1,4]	Total population	GDP per capita
Australia	414,680	1.3592	1.006166	$306,972.42	17,573,000	$17,468.41
Austria	2,124,072	13.865	1	153,196.68	7,993,000	19,166.36
Belgium	7,268,607	37.303	1	194,853.15	10,084,000	19,323.00
Canada	705,987	1.263	1.00788	563,380.98	28,941,000	19,466.53
Czech Republic	910,600	10.4	1	87,557.69	10,325,700	8,479.59
Denmark	873,237	8.7859	1	99,390.73	5,189,000	19,154.12
Finland	482,397	6.0862	1	79,260.79	5,066,000	15,645.63
France	7,082,790	6.5728	1	1,077,590.98	57,655,000	18,690.33
Germany	3,154,900	2.1029	1	1,500,261.54	81,179,000	18,480.91
Greece	16,760,352	184.34	1	90,920.86	10,368,000	8,769.37
Hungary	3,537,800	57.1	1	61,957.97	10,310,200	6,009.39
Iceland	410,860	82.926	1	4,954.54	265,000	18,696.37
Ireland	32,173	0.65477	1	49,136.34	3,563,000	13,790.72
Italy	1,550,150,000	1533.8	1	1,010,659.80	57,070,000	17,709.13
Japan	465,972,000	184.31	1.004823	2,540,390.55	124,670,000	20,376.92
Korea	267,145,900	620.9	1	430,255.92	43,663,405	9,853.93
Mexico	1,127,584	1.82	1	619,551.65	91,210,000	6,792.58
Netherlands	579,040	2.1344	1	271,289.36	15,290,000	17,742.93
New Zealand	78,804	1.5158	1.013804	52,706.04	3,470,750	15,185.78
Norway	733,665	8.9309	1	82,149.06	4,312,000	19,051.27
Portugal	13,625,623	116.96	1	116,498.14	9,876,000	11,796.09
Spain	60,905,100	116.96	1	520,734.44	39,086,000	13,322.79
Sweden	1,442,181	9.8332	1.013233	148,605.27	8,718,000	17,045.80
Switzerland	342,850	2.1316	1	160,841.62	6,938,000	23,182.71
Turkey	1,981,866,000	5989.8	1	330,873.48	59,489,000	5,561.93
United Kingdom	628,384	0.63735	1.024528	1,010,115.33	58,191,000	17,358.62
United States	6,259,900	1	1.010901	6,328,139.17	258,120,000	24,516.27

[1] In millions.

[2] This column represents GDP in each country's domestic currency.

[3] The adjustment factor was used to shift the reference period for expenditure data from the national financial year to the calendar year 1993.

[4] GDP in U.S. dollars, as used for the expenditure data in this analysis was calculated by dividing each country's GDP by the Purchasing Power Parity (PPP) index, and multiplying this figure by the adjustment factor.

NOTE: See the supplemental note to this indicator for a definition of GDP and an explanation of how PPP indices and adjustment factors were used to calculate expenditure data.

SOURCE: Organization for Economic Co-operation and Development, Center for Education Research and Innovation, *Education at a Glance, OECD Indicators*, 1996, table A2.

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Note to Indicator 55: International comparisons of education expenditures

The purpose of this analysis is to compare expenditures for education in public and private institutions, relative to the Gross Domestic Product (GDP) and school enrollment, across the developed countries for which data are available.

Definitions

Public education expenditures include funds provided to both public and private schools by federal, state, and local governments either directly or through students. This includes expenditures at public schools funded by public sources and subsidies to students at private schools from government agencies.

Private education expenditures are expenditures financed by private sources—households, private nonprofit institutions, businesses, and corporations. For example, this includes expenditures supported by public and private school tuition and fees, and expenses for books and materials that must be purchased by the students themselves.

Gross Domestic Product (GDP) is an aggregate measure of the value of goods and services produced in a country. GDP is Gross National Product (GNP) less net property income from abroad.

Thus, this analysis focuses on education expenditures at both public and private schools funded by both public and private sources.

Expenditures in the United States

Primary and secondary education

For the United States, *public expenditures for primary and secondary education* include expenditures in local public school districts; private schools; and schools administered by religious organizations, funded by state and local taxes; federal programs administered by the U.S. Department of Education (ED); and federal programs operated outside of ED that are not administered by state or local education agencies (e.g., Head Start, Department of Defense Schools, and schools operated by the Bureau of Indian Affairs).

Also included are federal expenditures to operate ED and other activities, such as research, statistics, assessment, and school improvement, and state expenditures to operate state departments of education and other direct state expenditures, including state schools for the deaf and blind and reform schools.

Some expenditures, such as those for federal or state agency administration and those for non-graded special education programs, cannot be assigned to particular grade levels by any obviously universally superior method. These expenditures defy strict grade-level categorizations. Like some other countries, the United States has chosen to prorate these expenditures over the grade levels based on the relative size of enrollments, staffing, and salaries. Other countries, however, have chosen not to allocate such expenditures, classifying them, instead, as "undistributed."

Higher education

Public expenditures for higher education in the United States include expenditures at both public and private colleges and universities funded by federal, state, and local governments. The Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for NCES, gathers institutional reports for revenue received by both public and private institutions from both public and private sources. Expenditures by public and private, nonprofit institutions are separated into public and private expenditures based on the share of current fund revenues from federal, state, and local sources.

Most federal aid goes to students who then spend it on education (e.g., tuition) and non-education (room and board) services. It was assumed that 60 percent of federally administered Pell grants were spent on education by students.

With the exception of Pell grant money, public expenditures for less-than-2-year public and private institutions, including "proprietary" schools, were not available; therefore, *public expenditures for higher education* in the United States are biased downward. However, since the students participating in these institutions are also excluded from higher education enrollments, the estimate of *public expenditures per student* would be biased upward if the per student public expenditures in less-than-2-year institutions were less than those in other higher education institutions.

Per student expenditures

Per student expenditures are calculated as total expenditures, funded by both public and private sources, divided by enrollment in both public and private schools. This is a measure of the average investment per student in the education system.

The data for per student expenditures in higher education come directly from tables in *Education At A Glance (EAG)*, published by the Organization for Economic Co-operation and Development in 1996. However, the EAG tables include per student expenditures broken down by early childhood, primary, secondary, and tertiary education.

For this indicator, the primary and secondary figures were recalculated to generate one expenditure figure for the primary and secondary levels combined. This was done by, first, adding the full-time-equivalent enrollment (FTE) numbers for primary and secondary education to determine total FTE. Second, total expenditures were calculated by multiplying the FTE numbers by expenditures per student, for primary and secondary education, respectively, and then adding these two figures together to determine total expenditures for primary-secondary education. Finally, total expenditures on primary and secondary education were divided by total enrollment in the primary and secondary levels to determine per student expenditures for primary-secondary education.

How students are classified

The International Standard Classification of Education (ISCED) was designed as an instrument for presenting statistics of education internationally. Many countries report education statistics to UNESCO and the Organization for Economic Cooperation and Development (OECD) using the ISCED. In this classification system, education is divided into several levels.

The following are summary definitions used in this analsysis:

- *Education preceding the first level (preprimary education),* where it is provided, usually begins at age 3, 4, or 5 (sometimes earlier) and lasts from 1–3 years. For the United States, this would be mostly nursery schools and kindergarten classes.
- *Education at the first level (primary education)* usually begins at age 5, 6, or 7 and lasts for about 5 or 6 years. For the United States, the first level starts with grade 1 and ends with grade 6.
- *Education at the second level (lower secondary education)* begins at about age 11 or 12 and lasts for about 3 years. For the United States, the second level starts with grade 7 and ends with grade 9.
- *Education at the third level (upper secondary education)* begins at about age 14 or 15 and lasts for about 3 years. For the United States, the third level starts with grade 10 and ends with grade 12.
- *Education at the fifth level (non-university higher education)* is provided at community colleges, vocational-technical colleges, and other degree-granting institutes whose programs typically take 2 years or more, but less than 4 years, to complete.
- *Education at the sixth level (university higher education)* is provided in undergraduate programs at 4-year colleges and universities in the United States and, generally, at universities in other countries. Completion of education at the third level (upper secondary education) is usually required as a minimum condition of admission, and admission is, in many cases, competitive.
- *Education at the seventh level (graduate and professional higher education)* is provided in graduate and professional schools that generally require a university diploma as a minimum condition for admission.
- *Education at the ninth level (undistributed)* is a classification reserved for enrollments, expenditures, or programs that cannot be unambiguously assigned to one of the aforementioned levels. Some countries, for example, assign nongraded special education or recreational nondegree adult education programs to this level. Other countries assign nothing to this level, preferring instead to allocate enrollments, expenditures, and programs to levels as best they can.

How expenditures are compared across countries

To compare expenditures per student in the United States to expenditures per student in other countries, expenditures must be denominated in a common currency. Conversion of other countries' expenditures to U.S. dollars facilitates comparison with expenditures in the United States. There are at least two methods of conversion: 1) market exchange rates, and 2) Purchasing Power Parity (PPP) indices.

The market exchange rate is the rate at which an individual can exchange the currencies of two countries. It is determined by relative confidence in the governments, their monetary systems, and the economies of the two countries and by the relative demand for the goods and services that the two countries trade. Market exchange rates can be highly volatile.[1]

PPP indices are calculated by comparing the cost of a fixed market basket of goods in each country. Changes over time in a PPP index are determined by the rates of inflation in each country. Since PPP indices are not volatile, they were used here to adjust expenditures and GDP figures.[2] Because the fiscal year has a different starting month in different countries, within-country GDP consumer price deflators from the OECD National Accounts database were used to adjust education expenditures where the national financial year does not coincide with the calendar year 1993.

Problems in comparing education expenditures across countries

Comparing national expenditures on education can be difficult because the data are dependent on numerous factors, including the size of the economy, the population, and enrollment rates. In addition, the coverage and character of the education expenditure data that countries submit to the OECD vary somewhat. Sometimes an individual expenditure item may be included in the expenditure data from one country, but may not be included in those from another. Below, is a discussion of some of the problems that exist in comparing education expenditures across countries.

Size of the economy: Because GDP levels are the measure against which education expenditures are compared in this indicator, a country's wealth has a significant effect on the amount of resources that can be devoted to education.

Size of the population: The youth population, constituting those between the ages of 5 and 29, is the population that demands the investment of resources in education and training. The greater this population is, the more a country has to spend on education; the smaller this population is, the less a country has to spend on education.

Enrollment rates: Enrollment rates also affect the amount of resources a country needs to invest in education. The proportion of persons between the ages of 5 and 29 who are enrolled either full time or part time in preprimary, primary, secondary, or tertiary education varies widely across countries. For example, this proportion ranges from less than 55 percent in the Czech Republic, Greece, Mexico, and Turkey to more then 67 percent in Australia, Belgium, Canada, and New Zealand.[3]

Discrepancies in expenditure data arise because one country may collect certain kinds of data that another country either does not collect, or does not collect in its "education" data collections. Or, one country may define what constitutes an "education" expenditure differently than another country does. Discrepancies between which expenditure items are included in one country's expenditure figures and not in another's tend to arise in four general domains:

Noninstructional (ancillary) services: Some countries provide fewer ancillary services in their schools and, thus, include fewer expenditures for such services in their education expenditure figures. Examples of ancillary services are school cafeterias; dormitories; intramural school sports programs; school health clinics or visiting school nurse services; attendance (i.e., truancy) services; and speech or psychological therapy services. U.S. schools tend to subsidize relatively more ancillary services through their education budgets than do schools in most other countries. In some countries (e.g., Germany), *none* of the aforementioned services are provided at the primary and lower secondary levels by many schools.

Private expenditures: Some countries' education systems receive large private contributions. The most common forms of private contributions to education are student tuition or fees; organizational subsidies, such as those provided by religious denominations to their own schools; and corporate in-kind contributions, such as those provided by German and Austrian firms to fund vocational courses on the shop floor for participating youth apprentices. Most national education statistics collections attempt to include estimates for such expenditures. However, other private expenditures can seem more ephemeral to education data gatherers. Students' or parents' own spending on school supplies, or community organizations' charitable grants and loans to individual students, for example, can only be estimated with the help of household expenditure surveys and diligent perusal of statistical collections outside the domain of traditional educational institutions.

The boundaries of education: Fewer (though, still some) inconsistencies arise when comparing just the *instructional* expenditures for *primary* and *secondary* public education in the *academic* track. But, the "borderlands" of education, in particular, tend to cause comparability problems. These borderlands include preprimary education and day care, special education, adult education, vocational/technical education, and proprietary education. Some countries, for example, simply do not collect expenditure data for private "center-based" day care because they do not define this as "education." Indeed, in some countries, even public day care is not managed by education authorities; rather, it is the responsibility of human services departments.

The exact location of each "boundary" also varies from country to country and even within each country. In Canada, for example, vocational/ technical students in Québec choose to enter vocational/technical college in the 12th grade, while in the other Canadian provinces with vocational/technical colleges, they enter in the 13th or 14th grade. Thus, vocational/technical students in the other provinces spend another year or two at the upper secondary level. The more time the average student spends in a level of education, the greater will be the expenditures at that level.

University research: Because university spending includes substantial expenditures on research, comparing expenditures on higher education can often be misleading. The proportion of total university spending that is invested in research varies widely, specifically because of variations in the proportion of total national research and development (R & D) that is performed within the domain of higher education institutions.

In addition to variations among countries regarding the production of R & D, countries have not reported their research spending to the same extent when submitting data that were used for this analysis. For example, some countries exclude separately funded or budgeted research, while others include nearly all research outlays by institutions of higher education, when reporting higher education expenditure figures.

Even these four domains do not include all the possible comparability problems. There remain, for example, inconsistencies in how different countries treat public contributions to teacher retirement and fringe benefits, student financial aid, and hospitals.

The National Center for Education Statistics (NCES) has sponsored a study designed to examine the comparability of national figures on education expenditures. The two-volume study, entitled *International Expenditure Comparability Study,* involves 10 countries and examines in detail the content of the education expenditures data they reported to the OECD.

Thus far, participating education ministries have been receptive to the idea of improving comparability in the OECD data collection. Indeed, some countries had already modified their data submissions to the OECD for the 1991–92 school year, thus improving the comparability of education expenditures across countries for the data used for *The Condition of Education, 1996*. Further improvements were made to the data submissions to the OECD for the 1993–94 school year, the data used for this report. These changes were motivated in part by findings from the NCES expenditure comparability studies.[4]

NOTES:

[1] For a further argument against using market exchange rates, see Edith M. Rasel and Lawrence Mishel, *Short-changing Education*, Economic Policy Institute, January 1990.

[2] PPP Indices for other aggregates such as private consumption expenditures are available. See Stephen M. Barro, *International Comparisons of Education Spending: Some Conceptual and Methodological Issues*. SMB Economic Research, Inc., April 1990, for a discussion of the strengths and weaknesses of using various indices.

[3] Organization for Economic Cooperation and Development, Centre for Educational Research and Innovation, *Education At a Glance, OECD Indicators*. Author: Paris, France, 1996, p. 57.

[4] Stephen M. Barro. *Preliminary Findings from the Expenditure Comparability Study*. SMB Economic Research, Inc., June 1993.

Table 56-1 Average annual salaries (in 1996 constant dollars) of public elementary and secondary teachers: Selected school years ending 1960–96

School year ending	All teachers	Elementary teachers	Secondary teachers	Beginning teachers[1]	Bachelor's degree or higher[1,2]
1960	$26,718	$25,755	$28,222	—	—
1962	28,837	27,922	30,197	—	—
1964	30,550	29,581	31,931	—	—
1966	31,944	30,928	33,302	—	—
1968	34,306	33,312	35,549	—	$46,900
1970	35,890	34,999	36,993	—	47,430
1971	36,668	35,691	37,855	—	47,529
1972	37,067	35,995	38,313	$26,163	48,691
1973	37,353	36,322	38,576	—	48,080
1974	36,304	35,418	37,340	23,958	46,295
1975	35,326	34,394	36,415	—	44,502
1976	35,708	34,801	36,664	23,745	44,803
1977	35,760	34,783	36,890	—	45,356
1978	35,628	34,742	36,641	22,897	43,926
1979	34,490	33,684	35,449	—	41,821
1980	32,332	31,520	33,322	20,292	39,819
1981	32,013	31,261	32,917	—	38,949
1982	32,189	31,487	33,076	20,478	39,310
1983	33,139	32,389	34,094	—	39,906
1984	33,871	33,180	34,827	21,561	41,067
1985	35,069	34,475	35,942	—	42,741
1986	36,396	35,701	37,330	23,896	44,474
1987	37,541	36,818	38,495	—	44,328
1988	38,035	37,336	39,072	24,745	44,521
1989	38,340	37,638	39,188	—	46,196
1990	38,826	38,164	39,670	24,771	44,338
1991	38,830	38,132	39,783	—	43,504
1992	38,737	38,072	39,602	25,397	43,816
1993	38,628	37,865	39,566	25,303	46,649
1994	38,502	37,942	39,418	25,349	47,187
1995	38,456	37,906	39,312	25,185	45,773
1996	38,434	37,916	39,162	25,167	—

— Not available.

[1] Salaries of beginning teachers and persons with a bachelor's degree or higher are for the calendar year.

[2] Includes salaries of individuals aged 25 or older who earned income and had a bachelor's degree or higher.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, table 76. U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-60. American Federation of Teachers, *Survey and Analysis of Salary Trends 1996*, December 1996, table III-2.

Table 56-2 **Average compensation (in 1996 constant dollars) received by full-time public school teachers, by selected school characteristics: Summer 1993 and school year 1993–94**

	School earnings*				
School characteristics	Total school earnings	Base salary	Summer supplemental earnings	Other school compensation	Non-school compensation
Total	**$38,055**	**$36,648**	**$2,250**	**$2,328**	**$5,487**
Central city	38,470	36,965	2,527	2,376	5,896
Percentage of students eligible for free or reduced-price lunch					
0-5	39,802	38,535	2,237	2,072	6,711
6-20	38,156	36,551	2,398	2,482	5,389
21-40	38,011	36,553	2,203	2,354	5,935
41 or more	38,497	37,038	2,673	2,303	5,923
School level					
Elementary	37,380	36,243	2,295	1,999	5,341
Secondary	40,358	38,235	2,687	2,807	6,363
Combined	40,441	38,092	3,918	2,563	7,530
Minority enrollment					
Less than 20 percent	37,115	35,873	1,910	2,161	5,242
20 percent or more	38,779	37,232	2,628	2,399	6,035
School size					
Less than 150	34,710	32,946	3,492	2,692	6,964
150-499	37,729	36,635	2,566	1,811	6,552
500-749	37,433	36,248	2,156	2,091	4,855
750 or more	39,435	37,596	2,625	2,650	5,995
Urban fringe/large town	42,527	41,091	2,258	2,431	5,449
Percentage of students eligible for free or reduced-price lunch					
0-5	48,329	46,558	2,210	2,814	6,684
6-20	42,670	41,108	2,247	2,520	5,478
21-40	40,578	39,209	2,093	2,184	5,219
41 or more	37,756	36,742	2,392	1,907	4,252
School level					
Elementary	41,059	40,092	1,977	1,977	4,553
Secondary	45,103	42,852	2,473	2,916	6,318
Combined	39,910	38,419	2,671	2,328	5,026
Minority enrollment					
Less than 20 percent	43,249	41,850	1,993	2,482	4,975
20 percent or more	41,578	40,104	2,442	2,374	5,778
School size					
Less than 150	36,127	34,601	2,753	2,158	6,583
150-499	42,099	41,177	2,174	1,862	4,306
500-749	41,940	40,798	1,934	2,209	4,105
750 or more	43,197	41,303	2,354	2,748	6,455

Table 56-2 Average compensation (in 1996 constant dollars) received by full-time public school teachers, by selected school characteristics: Summer 1993 and school year 1993–94—Continued

School characteristics	School earnings*				
	Total school earnings	Base salary	Summer supplemental earnings	Other school compensation	Non-school compensation
Rural/small town	34,365	33,050	1,976	2,225	5,247
Percentage of students eligible for free or reduced-price lunch					
0-5	42,433	40,770	1,776	2,629	5,758
6-20	36,758	35,213	1,982	2,326	5,422
21-40	33,881	32,521	2,053	2,299	4,827
41 or more	31,401	30,331	1,949	2,013	5,413
School level					
Elementary	33,711	32,814	1,699	1,851	4,770
Secondary	35,516	33,494	2,262	2,625	5,722
Combined	32,982	31,486	2,208	2,473	5,559
Minority enrollment					
Less than 20 percent	35,274	33,921	1,915	2,257	5,391
20 percent or more	32,353	31,078	2,101	2,226	4,944
School size					
Less than 150	29,764	28,237	2,357	2,206	5,533
150-499	33,044	31,858	1,768	2,118	5,218
500-749	35,366	34,103	1,947	2,155	5,179
750 or more	36,462	34,853	2,247	2,557	5,317
Percentage of students eligible for free or reduced-price lunch					
0-5	45,547	43,874	2,107	2,691	6,419
6-20	39,399	37,835	2,175	2,430	5,436
21-40	36,648	35,262	2,107	2,282	5,183
41 or more	35,496	34,279	2,393	2,113	5,406

* Detailed school earnings were computed using data only from teachers who reported those earnings; therefore, details do not add to total. Included in "total" and "other school compensation" are other sources of income reported after excluding outside income. Summer compensation was received in 1993. Data were calculated from the Schools and Staffing Survey Teacher Questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 56-3 Ratio of the average annual salaries of public elementary and secondary teachers and individuals with a bachelor's degree or higher to per capita Gross Domestic Product: Selected school years ending 1960–95

School year ending	All teachers	Elementary teachers	Secondary teachers	Beginning teachers[1]	Bachelor's degree or higher[1,2]
1960	1.71	1.65	1.81	—	—
1962	1.76	1.70	1.84	—	—
1964	1.74	1.68	1.81	—	—
1966	1.62	1.57	1.69	—	—
1968	1.64	1.59	1.70	—	2.29
1970	1.71	1.67	1.76	—	2.32
1971	1.71	1.66	1.77	—	2.26
1972	1.65	1.60	1.70	1.18	2.20
1973	1.56	1.52	1.61	—	2.09
1974	1.54	1.50	1.58	1.08	2.08
1975	1.54	1.50	1.59	—	2.02
1976	1.51	1.47	1.55	1.03	1.95
1977	1.45	1.41	1.50	—	1.90
1978	1.38	1.35	1.42	0.92	1.77
1979	1.32	1.29	1.36	—	1.70
1980	1.31	1.27	1.35	0.87	1.71
1981	1.30	1.27	1.34	—	1.67
1982	1.38	1.35	1.42	0.90	1.73
1983	1.38	1.35	1.42	—	1.69
1984	1.33	1.30	1.37	0.86	1.65
1985	1.35	1.32	1.38	—	1.67
1986	1.37	1.35	1.41	0.91	1.69
1987	1.37	1.35	1.41	—	1.66
1988	1.36	1.34	1.40	0.91	1.63
1989	1.34	1.32	1.37	—	1.66
1990	1.37	1.34	1.39	0.90	1.61
1991	1.41	1.39	1.45	—	1.61
1992	1.39	1.37	1.42	0.93	1.60
1993	1.38	1.35	1.41	0.92	1.69
1994	1.35	1.33	1.38	0.90	1.68
1995	1.34	1.32	1.37	0.89	1.61

— Not available.

[1] Salaries of beginning teachers and persons with a bachelor's degree or higher are for the calendar year.

[2] Includes salaries of individuals aged 25 or older who earned income and had a bachelor's degree or higher.

NOTE: Data are revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, table 76. American Federation of Teachers, *Survey and Analysis of Salary Trends 1996*, December 1996, table III-2.

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Table 56-4 **Average annual salaries (in 1996 constant dollars) of all teachers: School years ending 1981 and 1996, percentage change in salaries between 1981 and 1996, and 1995 per capita personal income, by region and state**

Region and state	All teachers 1980–81	All teachers 1995–96	Percentage change 1981–96	Per capita personal income (1995)
50 states and D.C.	**$31,958**	**$38,434**	**20.3**	**$23,678**
New England	29,077	43,727	50.4	27,371
Connecticut	*31,523	51,183	62.4	31,198
Maine	25,347	33,380	31.7	21,133
Massachusetts	*33,876	*44,436	31.2	27,791
New Hampshire	24,293	36,348	49.6	25,894
Rhode Island	35,868	*42,815	19.4	23,998
Vermont	23,557	36,859	56.5	21,545
Mideast	35,484	47,637	34.2	26,937
Delaware	32,974	41,163	24.8	24,836
District of Columbia	41,445	*44,379	7.1	33,227
Maryland	34,410	41,855	21.6	26,693
New Jersey	33,046	48,654	47.2	29,710
New York	38,627	48,862	26.5	27,573
Pennsylvania	32,403	47,645	47.0	23,966
Southeast	27,239	32,574	19.6	21,257
Alabama	27,540	31,793	15.4	19,336
Arkansas	24,041	29,777	23.9	17,944
Florida	27,904	33,838	21.3	23,593
Georgia	27,975	34,840	24.5	21,906
Kentucky	28,527	*33,622	17.9	19,162
Louisiana	29,989	27,216	-9.2	19,383
Mississippi	23,577	28,119	19.3	17,019
North Carolina	28,723	31,039	8.1	21,212
South Carolina	25,997	32,058	23.3	19,343
Tennessee	27,383	33,971	24.1	20,978
Virginia	28,138	35,226	25.2	24,294
West Virginia	27,075	32,654	20.6	18,444
Great Lakes	33,473	41,523	24.0	23,660
Illinois	35,184	41,645	18.4	25,494
Indiana	*31,253	38,392	22.8	21,901
Michigan	*38,422	*49,932	30.0	24,246
Ohio	30,617	38,423	25.5	22,671
Wisconsin	31,891	*39,170	22.8	22,484
Plains	27,686	34,165	23.4	22,394
Iowa	29,217	32,879	12.5	21,632
Kansas	27,622	36,070	30.6	22,469
Minnesota	32,199	*37,511	16.5	23,801
Missouri	27,931	33,859	21.2	22,266
Nebraska	26,955	31,985	18.7	22,344
North Dakota	25,111	27,388	9.1	19,214
South Dakota	24,767	26,755	8.0	20,082
Southwest	29,086	32,038	10.2	20,760
Arizona	31,155	*32,989	5.9	21,024
New Mexico	30,451	29,805	-2.1	18,588
Oklahoma	26,249	*29,358	11.8	18,688
Texas	28,487	32,497	14.1	21,264

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Table 56-4 Average annual salaries (in 1996 constant dollars) of all teachers: School years ending 1981 and 1996, percentage change in salaries between 1981 and 1996, and 1995 per capita personal income, by region and state—Continued

Region and state	All teachers 1980-81	All teachers 1995-96	Percentage change 1981-96	Per capita personal income (1995)
Rocky Mountains	30,633	33,019	7.8	21,591
Colorado	32,452	35,913	10.7	24,141
Idaho	27,366	31,371	14.6	19,833
Montana	*28,897	29,820	3.2	19,028
Utah	30,545	30,925	1.2	18,761
Wyoming	33,903	32,061	-5.4	21,951
Far West	38,622	41,967	8.7	24,331
Alaska	*52,613	*50,391	-4.2	24,896
California	*37,546	*43,176	15.0	24,399
Hawaii	38,303	36,363	-5.1	25,468
Nevada	32,059	36,729	14.6	25,752
Oregon	*32,688	40,266	23.2	22,378
Washington	38,522	38,616	0.2	24,337

* Estimated by National Education Association (NEA).

SOURCE: National Education Association, *Estimates of School Statistics* (Copyright © 1996 by NEA. All rights reserved.). U.S. Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States: 1996*, tables 27, 698, and 699.

Table 56-5 Average compensation (in 1996 constant dollars) received by full-time private school teachers, by selected school characteristics: Summer 1993 and school year 1993–94

School characteristics	School earnings*				
	Total school earnings	Base salary	Summer supplemental earnings	Other school compensation	Non-school compensation
Total	**$24,603**	**$23,574**	**$2,308**	**$2,045**	**$4,528**
Central city	25,471	24,367	2,259	2,023	4,490
School level					
Elementary	21,970	21,328	1,825	1,622	4,862
Secondary	30,163	28,581	2,203	2,138	4,711
Combined	26,448	25,092	2,590	2,376	4,451
Minority enrollment					
Less than 20 percent	25,137	24,168	2,061	2,083	5,065
20 percent or more	24,714	23,560	2,287	1,984	4,167
School size					
Less than 150	20,249	19,296	2,181	1,561	2,967
150-499	23,358	22,548	2,105	1,728	5,031
500-749	26,440	25,257	1,893	2,221	5,161
750 or more	33,020	31,279	2,621	2,669	4,756
Urban fringe/large town	25,661	24,568	2,481	2,179	5,016
School level					
Elementary	22,988	22,277	2,126	1,836	4,376
Secondary	30,524	28,832	2,492	2,433	6,411
Combined	27,681	26,325	2,763	2,399	5,431
Minority enrollment					
Less than 20 percent	25,480	24,516	2,209	2,162	5,038
20 percent or more	26,241	24,871	2,794	2,299	5,225
School size					
Less than 150	21,904	20,771	2,757	2,472	3,988
150-499	24,957	24,057	2,189	1,937	4,976
500-749	28,700	27,619	2,066	2,691	5,126
750 or more	32,105	30,297	3,114	2,379	7,428
Rural/small town	20,621	19,881	2,021	1,816	3,767
School level					
Elementary	19,142	18,720	2,247	1,125	3,432
Secondary	28,563	26,579	2,379	3,264	3,962
Combined	18,933	18,345	1,648	1,376	4,024
Minority enrollment					
Less than 20 percent	19,940	19,240	1,973	1,868	3,872
20 percent or more	25,142	24,214	2,380	1,791	2,927
School size					
Less than 150	17,365	16,665	2,245	1,885	4,120
150-499	21,727	21,102	1,904	1,592	3,631
500-749	26,166	25,275	—	1,863	—
750 or more	28,759	27,185	—	—	—

— Too few sample observations for a reliable estimate.

* Detailed school earnings were computed using data only from teachers who reported those earnings; therefore, details do not add to total. Included in "total" and "other school compensation" are other sources of income reported after excluding outside income.

Summer compensation was received in 1993. Data were calculated from the Schools and Staffing Survey Teacher Questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 56-6 **Percentage of public school districts and private schools with salary schedules, average scheduled salaries (in 1996 constant dollars) of full-time teachers, percentage of schools without salary schedules, and average lowest and highest salaries, selected district characteristics: School year 1993–94**

	Districts/schools with salary schedules					Districts/schools without salary schedules		
							Salary range	
District characteristics	Percentage with salary schedules	Bachelor's, no experience	Master's, no experience	Master's, 20 years experience	Highest step on schedule	Percentage without salary schedules	Average lowest	Average highest
Public school districts	**93.9**	**$23,525**	**$25,706**	**$39,932**	**$43,478**	**6.1**	**$21,653**	**$31,655**
Region								
Northeast	91.9	27,451	29,753	49,998	55,016	8.1	25,929	48,669
Midwest	91.4	22,404	24,694	38,327	41,221	8.6	19,481	24,353
South	99.5	21,898	23,300	33,217	36,321	0.5	—	—
West	94.5	23,514	26,296	40,562	44,337	5.5	—	—
District size								
Less than 1,000	89.6	22,338	24,441	36,870	39,157	10.4	25,929	48,669
1,000–4,999	98.2	24,489	26,719	42,587	46,984	1.8	19,481	24,353
5,000–9,999	98.8	25,350	27,745	44,370	49,865	1.2	—	—
10,000 or more	99.2	24,908	27,177	42,554	48,908	0.8	—	—
Minority enrollment								
Less than 20 percent	92.6	23,290	25,523	39,837	43,134	7.4	20,978	30,401
20 percent or more	97.2	24,071	26,136	40,137	44,267	2.8	25,946	39,451
Minority teachers								
Less than 10 percent	93.0	23,457	25,659	40,121	43,544	7.0	21,541	31,280
10 percent or more	98.7	23,841	25,931	39,038	43,165	1.3	—	—
Private schools	**63.4**	**17,425**	**18,908**	**27,030**	**29,267**	**36.6**	**14,218**	**23,426**
Region								
Northeast	63.8	17,668	18,987	28,031	30,436	36.2	13,580	26,387
Midwest	68.1	17,007	18,444	27,142	29,236	31.9	14,662	21,879
South	57.7	16,174	17,504	23,770	26,047	42.3	14,186	21,967
West	63.7	19,582	21,577	30,043	32,250	36.3	14,549	23,651
School size								
Less than 150	47.9	16,454	17,903	24,612	26,350	52.1	13,274	20,768
150–499	81.9	17,795	19,279	28,121	30,540	18.1	16,708	29,353
500–749	80.0	19,288	20,757	30,699	33,524	20.0	18,475	39,193
750 or more	80.3	20,843	22,800	34,618	39,471	19.7	18,313	44,026
Minority enrollment								
Less than 20 percent	63.3	17,094	18,543	26,733	28,962	36.7	13,102	22,471
20 percent or more	63.6	18,162	19,721	27,689	29,943	36.4	16,637	25,496
Minority teachers								
Less than 10 percent	63.2	17,126	18,569	26,788	29,012	36.8	13,727	23,380
10 percent or more	63.9	18,514	20,140	27,908	30,191	36.1	16,064	23,599

— Too few sample observations for a reliable estimate.

NOTE: Data for this analysis were calculated from the Schools and Staffing Survey, Private School and Teacher Demand and Shortage Questionnaires. Excludes a small number of teachers whose schools did not respond to the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Private School and Teacher Demand and Shortage Questionnaires).

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Table 57-1 Percentage of public school secondary mathematics and science students taught by teachers with selected qualifications, by percentage of students eligible for free or reduced-price lunch and class subject: School year 1993–94

	Percentage of students eligible for free or reduced-price lunch			
Class subject	0–5	6–20	21–40	41–100
		Majored in class subject		
Mathematics	73.3	71.6	65.3	60.1
Science*	83.7	82.0	82.0	73.8
Biology	74.8	66.0	70.2	57.4
Chemistry	57.5	52.7	50.2	54.6
Physics	36.3	33.0	26.2	26.7
		Majored or minored in class subject		
Mathematics	83.3	79.7	76.1	74.1
Science*	92.0	90.1	91.5	86.5
Biology	80.9	73.5	75.7	72.7
Chemistry	77.2	64.8	72.1	62.9
Physics	42.8	50.5	39.3	29.3
		Certified in class subject		
Mathematics	89.3	87.6	86.0	78.8
Science*	93.1	94.3	88.8	86.6
Biology	93.2	92.2	83.3	74.8
Chemistry	92.2	90.9	85.6	80.2
Physics	88.4	88.0	68.1	65.0

* It is easier to have majored, minored, or to have become certified in "science" than in a specific discipline, such as biology, because a teacher from any scientific field may qualify in "science," whereas qualifying in a specific discipline requires a match in class subject matter. See the supplemental note to this indicator for further discussion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table 57-2 Percentage of secondary mathematics and science students taught by teachers with selected qualifications, by control of school, school size, and class subject: School year 1993–94

	Public				Private			
Class subject	Less than 150	150–499	500–749	750 or more	Less than 150	150–499	500–749	750 or more
				Majored in class subject				
Mathematics	57.7	66.3	62.0	70.5	60.8	61.8	68.0	63.4
Science*	77.1	74.6	83.5	82.0	83.4	88.4	72.7	90.0
Biology	57.0	63.5	64.1	69.2	—	80.1	—	—
Chemistry	19.9	35.2	55.6	57.9	—	27.9	—	—
Physics	—	21.3	26.3	34.7	—	33.1	—	—
				Majored or minored in class subject				
Mathematics	66.0	75.1	75.1	80.0	66.3	72.9	73.7	69.3
Science*	86.3	89.4	92.8	90.0	90.5	93.0	87.5	93.4
Biology	64.7	73.4	71.2	77.3	—	80.8	—	—
Chemistry	40.1	48.6	65.4	73.7	—	45.9	—	—
Physics	—	26.9	35.4	48.4	—	42.4	—	—
				Certified in class subject				
Mathematics	81.3	83.6	85.2	86.4	42.4	58.3	47.2	54.6
Science*	92.5	91.1	91.1	91.1	25.9	74.5	75.2	70.6
Biology	69.5	85.2	88.5	87.4	—	77.5	—	—
Chemistry	44.5	79.3	81.4	90.0	—	61.4	—	—
Physics	25.3	55.7	60.0	88.1	—	23.0	—	—

— Too few sample observations for a reliable estimate.

* It is easier to have majored, minored, or to have become certified in "science" than in a specific discipline, such as biology, because a teacher from any scientific field may qualify in "science," whereas qualifying in a specific discipline requires a match in class subject matter. See the supplemental note to this indicator for further discussion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table 57-3 **Percentage of secondary mathematics and science students taught by teachers with selected qualifications, by control of school, urbanicity, and class subject: School year 1993–94**

	Public			Private		
Class subject	Central city	Urban fringe/ large town	Rural/ small town	Central city	Urban fringe/ large town	Rural/ small town
			Majored in class subject			
Mathematics	62.8	69.6	71.3	64.0	61.9	69.0
Science*	80.8	79.5	82.4	81.2	88.4	91.5
Biology	65.6	67.8	68.4	62.4	76.3	—
Chemistry	57.7	60.8	47.7	56.2	39.4	—
Physics	41.7	34.0	17.1	—	—	—
			Majored or minored in class subject			
Mathematics	74.3	78.8	80.9	74.0	68.4	70.6
Science*	91.9	88.3	90.7	90.5	92.6	94.3
Biology	74.3	77.9	74.9	72.7	83.2	—
Chemistry	67.7	77.3	65.0	87.9	52.9	—
Physics	53.5	49.5	24.4	—	—	—
			Certified in class subject			
Mathematics	83.8	87.8	85.5	55.7	53.8	43.7
Science*	89.6	91.4	91.9	59.1	83.2	70.3
Biology	83.1	90.2	86.9	71.6	85.3	—
Chemistry	85.2	89.7	87.2	38.0	79.9	—
Physics	81.7	87.9	66.9	—	—	—

— Too few sample observations for a reliable estimate.

* It is easier to have majored, minored, or to have become certified in "science" than in a specific discipline, such as biology, because a teacher from any scientific field may qualify in "science," whereas qualifying in a specific discipline requires a match in class subject matter. See the supplemental note to this indicator for further discussion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table 57-4 Percentage of public school secondary mathematics and science students taught by teachers with selected qualifications, by urbanicity, percentage of students eligible for free or reduced-price lunch, and class subject: School year 1993–94

	Central city				Urban fringe/large town				Rural/small town			
Class subject	0-5	6-20	21-40	41-100	0-5	6-20	21-40	41-100	0-5	6-20	21-40	41-100
Majored in class subject												
Mathematics	61.6	67.7	65.0	55.9	71.1	74.6	63.9	53.4	82.8	71.2	66.4	68.4
Science*	72.4	86.9	82.3	73.9	85.2	74.6	80.8	74.1	85.8	85.0	82.5	73.5
Biology	—	69.5	71.0	53.4	81.6	59.5	64.7	62.3	70.7	68.9	72.6	59.8
Chemistry	—	56.1	—	60.9	67.8	58.3	—	—	44.8	45.7	43.7	51.8
Physics	—	—	—	—	—	24.7	—	—	—	34.9	11.5	—
Majored or minored in class subject												
Mathematics	71.8	79.2	72.3	71.8	83.4	80.7	76.0	63.8	88.1	79.2	79.0	81.3
Science*	99.7	93.5	90.8	88.7	91.0	85.4	91.0	81.7	90.3	92.0	92.3	85.5
Biology	—	72.1	75.7	70.8	87.6	72.3	74.6	78.6	73.8	74.9	76.3	73.1
Chemistry	—	71.7	—	66.8	88.2	66.6	—	—	67.1	60.6	67.0	65.1
Physics	—	—	—	—	—	53.5	—	—	—	39.5	18.2	4.5
Certified in class subject												
Mathematics	89.1	87.8	86.1	77.7	86.0	90.8	86.3	75.3	95.7	84.7	85.7	81.6
Science*	92.8	97.1	90.1	80.7	94.4	91.6	89.3	83.0	90.9	94.8	87.5	93.8
Biology	—	91.8	87.6	62.4	96.1	89.5	88.3	70.1	86.5	94.3	76.6	86.1
Chemistry	—	95.4	—	81.3	93.0	86.9	—	—	93.4	90.5	85.1	80.5
Physics	—	—	—	—	—	90.1	—	—	—	75.0	58.6	72.9

— Too few sample observations for a reliable estimate.

* It is easier to have majored, minored, or to have become certified in "science" than in a specific discipline, such as biology, because a teacher from any scientific field may qualify in "science," whereas qualifying in a specific discipline requires a match in class subject matter. See the supplemental note to this indicator for further discussion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Note to Indicator 57: Definition of student percentages and major/minor and certification in class subject

Definition of student percentages

Indicator 57 reports the percentages of students who were taught by full-time teachers with different qualifications. These values were calculated from Schools and Staffing Survey (SASS) information on the number of classes taught, the number of students in each class, the subject matter taught in each class, and the teachers' education and certification levels. The data collected from the teachers were weighted to properly represent national levels.

The following procedure was used to calculate the percentage of mathematics students taught by certified mathematics teachers: First, for each full-time teacher who reported teaching a mathematics class, the sum of the weighted number of students in each mathematics class taught by that teacher was used to estimate the total number of mathematics students. Next, for each full-time teacher certified to teach mathematics, the sum of the weighted number of students in each mathematics class taught by that teacher was used to estimate the number of mathematics students taught by certified teachers. Finally, the estimate of the number of mathematics students taught by certified teachers was divided by the estimate of the total number of mathematics students in order to obtain the estimated percentage of mathematics students taught by a full-time teacher certified in mathematics. The percentages reported in each of the tables in this analysis were calculated by limiting the selection to specific class subjects and school and teacher characteristics.

Classes excluded from the text table and tables 57-1 through 57-4

Computer science was excluded from the tables in this analysis because the computer science major has existed only for a limited number of years.

Matching class subject to major/minor and certification field

There are many ways to match a major / minor field of study or certification in a teaching assignment field to a class subject. One method is to include both the general or specific field and the education major / minor parallel field as a match for a specific class subject. For example, a teacher who majored or minored or who was certified in mathematics or mathematics education could be defined as having majored or minored or having become certified in the subject of mathematics. A stricter definition would exclude the mathematics teachers who majored or minored or who were certified in mathematics education. The more general definition was used for mathematics and science in all the tables in this analysis. The stricter definition was used for the specific science disciplines (biology, chemistry, and physics) in all tables.

For alternative classifications of fields see *Out-of-Field Teaching and Education Equality* (NCES 96-040).

Majored or minored in class subject

Teachers were classified as having majored or minored in a class subject if they had majored or minored in a field (shown in the right-hand column) that corresponds to the class subject listed in the left-hand column. Both undergraduate- and graduate-level degrees were considered in identifying major / minor matches to class subjects.

Class subject(s)	Major / minor field(s)
Mathematics	Mathematics, mathematics education, engineering, physics
Natural sciences	Geology / earth science, science education, other natural sciences and majors listed below
Biology / life science	Biology / life science
Chemistry	Chemistry
Physics	Physics

Certification in class subject

Certification refers to a teacher's advanced, standard, or probationary certification by a state or full certification by an accrediting body other than a state. Teachers with a temporary or emergency certification were not included as certified teachers in this analysis.

The table below shows teacher certifications classified by class subject. Teachers were classified as being certified in a class subject if they were certified in a teaching assignment field (shown in the right-hand column) that corresponds to the subject matter listed in the left-hand column. Only certifi cations as defined above were considered when matching subject matter.

Class subject(s)	Certification in assignment field(s)
Mathematics	Mathematics
Natural sciences	Geology / earth science, space science education, physical science, general science and all other sciences
Biology / life science	Biology / life science
Chemistry	Chemistry
Physics	Physics

Table 58-1 Change in teaching status of full-time teachers between the 1993–94 and 1994–95 school years, by control of school and age of teachers

	Public				Private			
Age of teacher	Percentage distribution	Teaching at same school	Moved to another school	Left teaching	Percentage distribution	Teaching at same school	Moved to another school	Left teaching
Total	**100.0**	**87.2**	**6.7**	**6.1**	**100.0**	**83.8**	**6.0**	**10.2**
Younger than 25	1.5	83.2	14.4	2.4	4.1	69.7	13.2	17.1
25–29	9.9	76.6	13.5	9.9	14.8	77.5	10.5	12.0
30–39	23.7	85.7	8.0	6.3	24.8	77.5	8.1	14.5
40–49	39.9	91.1	5.4	3.5	34.8	88.2	4.1	7.7
50–59	21.6	90.1	4.5	5.4	16.7	93.1	2.4	4.5
60–64	2.6	67.4	1.6	31.0	3.4	87.6	—	10.4
65 and older	0.7	64.8	—	32.4	1.4	73.6	—	24.0

— Too few sample observations for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94, and the Teacher Follow-up Survey, 1994-95.

Table 58-2 Change in teaching status of full-time teachers between the 1993–94 and 1994–95 school years, destination of leavers, and reasons for leaving, by control and level of school

Teaching status, destination,	Public			Private		
and reasons for leaving	Total	Elementary	Secondary	Total	Elementary	Secondary
			Teaching status			
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Left teaching	6.1	5.8	6.4	10.2	10.3	10.1
Moved to another school	6.7	7.1	6.2	6.0	6.2	5.7
Teaching at same school	87.2	87.1	87.4	83.8	83.5	84.2
			Destination of leavers			
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Working in education	14.0	16.1	11.9	9.7	5.7	15.7
Working outside education	21.0	12.5	29.0	33.4	32.1	35.3
Attending college	2.5	2.1	2.9	9.1	12.0	4.8
Homemaking/child rearing	17.3	18.2	16.5	20.3	18.5	23.2
Retired	30.8	34.6	27.2	8.9	10.6	6.2
Disabled	1.9	0.6	3.2	0.9	—	—
Other	12.4	15.9	9.2	17.7	20.8	13.0
			Reasons for leaving			
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Family or personal move	11.4	13.2	9.8	18.9	18.1	20.1
Pregnancy/child rearing	15.6	18.5	12.9	12.1	16.4	5.6
Health	5.3	5.4	5.1	2.3	2.7	1.8
Retirement	31.0	33.4	28.7	5.7	5.9	5.3
To pursue another career	7.3	8.4	6.2	15.5	14.1	17.7
For better salary or benefits	6.1	4.4	7.8	7.1	7.6	6.2
To take courses to improve career opportunities in the field of education	3.6	3.1	4.0	6.6	7.2	5.8
To take courses to improve career opportunities outside the field of education	0.6	0.3	0.9	—	—	—
School staffing action	2.9	1.1	4.7	6.4	2.3	12.5
To take a sabbatical or other break from teaching	3.7	1.4	5.8	6.8	9.2	3.2
Dissatisfied with teaching as a career	5.3	3.0	7.4	6.4	5.7	7.5
Other family or personal reason	7.2	7.8	6.7	11.9	10.8	13.5

— Too few sample observations for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94, and the Teacher Follow-up Survey, 1994-95.

Table 58-3 **Percentage distribution of the change in teaching status of full-time teachers between the 1993–94 and 1994–95 school years, by level and control of school, and age and race/ethnicity of teacher**

Age and race/ethnicity of teacher	Elementary			Secondary		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
All teachers						
Total	**86.6**	**7.0**	**6.4**	**87.1**	**6.2**	**6.8**
Age (in years)						
Younger than 25	81.3	13.3	5.4	77.1	15.2	7.7
25-29	79.3	11.0	9.7	73.4	15.6	11.0
30-39	82.1	9.8	8.0	87.4	6.1	6.5
40-49	91.3	5.4	3.2	90.2	5.1	4.6
50-59	91.2	4.5	4.4	89.7	4.2	6.2
60-64	65.1	0.7	34.2	74.7	2.5	22.8
65 and older	61.7	—	34.4	72.8	—	26.0
Race/ethnicity						
White	87.2	6.6	6.2	87.3	6.0	6.8
Black	84.1	8.4	7.5	86.2	8.1	5.7
Hispanic	81.6	10.2	8.2	80.5	9.0	10.5
Asian/Pacific Islander	85.4	9.0	5.6	92.3	5.5	2.2
American Indian/Alaskan Native	84.6	7.8	7.6	92.7	3.9	3.4
Public school teachers						
Total	**87.1**	**7.1**	**5.8**	**87.4**	**6.2**	**6.4**
Age (in years)						
Younger than 25	84.5	14.1	1.4	81.4	14.8	3.8
25-29	79.8	11.3	8.9	72.6	16.2	11.2
30-39	83.0	9.9	7.1	88.4	6.1	5.5
40-49	91.7	5.7	2.6	90.4	5.2	4.4
50-59	91.0	4.7	4.4	89.3	4.4	6.3
60-64	60.7	—	39.3	72.8	2.9	24.3
65 and older	59.1	—	35.9	71.8	—	28.1
Race/ethnicity						
White	87.7	6.7	5.6	87.6	6.0	6.4
Black	84.4	8.4	7.2	85.7	8.4	5.9
Hispanic	82.1	10.3	7.5	80.7	8.8	10.5
Asian/Pacific Islander	88.2	9.3	2.5	—	—	—
American Indian/Alaskan Native	85.2	7.9	6.9	93.4	3.6	2.9

Table 58-3 **Percentage distribution of the change in teaching status of full-time teachers between the 1993–94 and 1994–95 school years, by level and control of school, and age and race/ethnicity of teacher—Continued**

Age and race/ethnicity of teacher	Elementary			Secondary		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
			Private school teachers			
Total	**83.5**	**6.2**	**10.3**	**84.2**	**5.7**	**10.1**
Age (in years)						
Younger than 25	73.6	11.4	15.0	62.4	16.6	21.0
25–29	76.8	9.9	13.3	78.5	11.6	9.9
30–39	76.8	9.2	13.9	78.4	6.3	15.3
40–49	88.2	3.9	7.9	88.3	4.3	7.4
50–59	92.9	2.8	4.3	93.4	1.9	4.7
60–64	—	—	—	—	—	—
65 and older	—	—	—	—	—	—
Race/ethnicity						
White	84.2	6.1	9.7	84.0	5.6	10.4
Black	81.0	8.5	10.5	—	—	—
Hispanic	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—
American Indian/Alaskan Native	—	—	—	—	—	—

— Too few sample observations for a reliable estimate.

NOTE: Stayers are teachers who taught in the 1993-94 school year and continued to teach at the same school during the 1994-95 school year; movers are teachers who taught in the 1993-94 school year, but who moved to a different school to teach in the 1994-95 school year; and leavers are teachers who taught in the 1993-94 school year who left the teaching profession prior to the 1994-95 school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94, and the Teacher Follow-up Survey, 1994-95.

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Table 58-4 Change in teaching status of full-time public secondary teachers between the 1993–94 and 1994–95 school years, by main assignment field in the 1993–94 school year

Teaching status	Academic: Science/ mathematics	Academic: Non-Science/ mathematics	Vocational	Special groups	Other fields
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Left teaching	6.9	6.2	5.2	7.0	8.8
Moved to another school	9.8	4.3	5.3	8.0	5.5
Teaching at same school	83.3	89.5	89.5	85.1	85.7

NOTE: The subjects in the main assignment fields were 1) Academic: Science/mathematics (biology, chemistry, computer science, geology, mathematics, physics, and general and other sciences); 2) Academic: Non-science/mathematics (English and reading, art, foreign languages, music, religion, philosophy, and social studies); 3) Vocational (accounting, agriculture, business, health, industrial arts, trade, technical, and other vocational); 4) Special groups (special education, remedial education, bilingual education, English as a second language, and education of the gifted); and 5) Other fields (physical education, general education, and other). Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94, and the Teacher Follow-up Survey, 1994-95 (physical education, general education, and other). Details may not add to totals due to rounding.

Table 58-5 Full-time teachers' reasons for leaving teaching between the 1987–88 and 1988–89, 1990–91 and 1991–92, and 1993–94 and 1994–95 school years, by control of school

	Public			Private		
Reasons for leaving	Between 1987–88 and 1988–89	Between 1990–91 and 1991–92	Between 1993–94 and 1994–95	Between 1987–88 and 1988–89	Between 1990–91 and 1991–92	Between 1993–94 and 1994–95
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Family or personal move	9.1	9.9	11.4	20.8	15.8	18.9
Pregnancy/child rearing	20.0	10.4	15.6	21.9	11.9	12.1
Health	2.4	3.7	5.3	1.8	4.1	2.3
Retirement	24.4	31.8	31.0	4.9	8.8	5.7
To pursue another career	10.5	6.6	7.3	10.2	16.3	15.5
For better salary or benefits	4.4	3.5	6.1	9.0	5.2	7.1
To take courses to improve career opportunities in the field of education	3.2	6.5	3.6	4.6	4.9	6.6
To take courses to improve career opportunities outside the field of education	1.3	1.3	0.6	0.8	5.8	—
School staffing action	4.6	10.0	2.9	6.4	12.6	6.4
To take a sabbatical or other break from teaching	5.9	2.2	3.7	5.6	2.6	6.8
Dissatisfied with teaching as a career	8.9	8.9	5.3	7.2	5.4	6.4
Other family or personal reason	5.1	5.2	7.2	6.9	6.7	11.9

— Too few sample observations for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88, 1990-91, and 1993-94, and the Teacher Follow-up Survey, 1988-89, 1991-92, and 1994-95.

Table 58-6 Change in teaching status of teachers between the 1993–94 and 1994–95 school years, destination of leavers, and reasons for leaving, by control of school and work status

Teaching status, destination, and reasons for leaving	Public			Private		
	Total	Full-time	Part-time	Total	Full-time	Part-time
			Teaching status			
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Left teaching	6.6	6.1	11.1	11.9	10.2	18.8
Moved to another school	7.2	6.7	12.1	5.8	6.0	4.8
Teaching at same school	86.3	87.2	76.8	82.3	83.8	76.4
			Destination of leavers			
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Working in education	21.1	14.0	60.0	11.9	9.7	16.8
Working outside education	20.3	21.0	16.7	34.1	33.4	35.5
Attending college	2.4	2.5	1.6	8.6	9.1	7.4
Homemaking/child rearing	16.2	17.3	9.9	17.1	20.3	10.2
Retired	27.0	30.8	6.6	10.8	8.9	14.9
Disabled	1.7	1.9	—	1.8	0.9	—
Other	11.3	12.4	5.1	15.7	17.7	11.6
			Reasons for leaving			
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Family or personal move	10.1	11.4	2.6	16.2	18.9	10.5
Pregnancy/child rearing	14.3	15.6	7.3	10.2	12.1	6.1
Health	4.7	5.3	1.4	4.0	2.3	7.6
Retirement	27.3	31.0	7.4	9.3	5.7	17.1
To pursue another career	12.1	7.3	38.1	16.3	15.5	18.0
For better salary or benefits	6.5	6.1	8.4	7.7	7.1	9.0
To take courses to improve career opportunities in the field of education	6.1	3.6	19.6	6.3	6.6	5.5
To take courses to improve career opportunities outside the field of education	0.5	0.6	—	0.8	—	—
School staffing action	3.2	2.9	4.3	8.2	6.4	12.2
To take a sabbatical or other break from teaching	3.4	3.7	1.8	4.9	6.8	0.9
Dissatisfied with teaching as a career	5.3	5.3	5.5	5.0	6.4	1.9
Other family or personal reason	6.6	7.2	3.5	11.1	11.9	9.6

— Too few sample observations for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

Table 58-7 Change in teaching status of teachers between the 1993–94 and 1994–95 school years, destination of leavers, and selected reasons for leaving, by control and level of school and work status

Teaching status, destination, and reasons for leaving	Public			Private		
	Total	Full-time	Part-time	Total	Full-time	Part-time
			Elementary			
Teaching status						
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Left teaching	6.4	5.8	11.0	11.5	10.3	16.8
Moved to another school	7.6	7.1	11.6	6.1	6.2	5.7
Teaching at same school	86.0	87.1	77.5	82.4	83.5	77.5
Destination of leavers						
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Working in education	25.7	16.1	64.2	8.9	5.7	17.4
Working outside education	12.8	12.5	14.2	30.3	32.1	25.6
Attending college	2.0	2.1	1.4	10.2	12.0	5.4
Homemaking/child rearing	16.8	18.2	11.1	16.2	18.5	10.2
Retired	28.4	34.6	3.3	14.3	10.6	23.9
Disabled	0.5	0.6	—	2.3	—	—
Other	13.9	15.9	5.9	17.8	20.8	10.2
Reasons for leaving						
Retirement	27.4	33.4	3.2	10.6	5.9	22.7
Family or personal move	11.2	13.2	3.2	15.0	18.1	7.0
To pursue another career	14.9	8.4	40.9	16.3	14.1	22.0
Pregnancy/child rearing	16.3	18.5	7.6	13.7	16.4	6.7
Dissatisfied with teaching as a career	2.8	3.0	2.1	4.2	5.7	—
			Secondary			
Teaching status						
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Teaching at same school	86.6	87.4	75.5	82.2	84.2	75.0
Moved to another school	6.7	6.2	13.1	5.2	5.7	3.7
Left teaching	6.7	6.4	11.4	12.6	10.1	21.3
Destination of leavers						
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Working in education	16.4	11.9	52.0	15.9	15.7	16.2
Working outside education	28.2	29.0	21.5	38.9	35.3	45.0
Attending college	2.8	2.9	1.8	6.5	4.8	9.4
Homemaking/child rearing	15.6	16.5	7.8	18.3	23.2	10.3
Retired	25.6	27.2	12.9	6.2	6.2	6.2
Disabled	2.9	3.2	—	—	—	—
Other	8.6	9.2	3.6	13.0	13.0	13.0
Reasons for leaving						
Retirement	27.3	28.7	15.5	7.7	5.3	11.7
Family or personal move	8.9	9.8	1.6	17.7	20.1	13.9
To pursue another career	9.1	6.2	32.8	16.4	17.7	14.1
Pregnancy/child rearing	12.2	12.9	6.8	5.6	5.6	5.6
Dissatisfied with teaching as a career	7.9	7.4	11.9	6.0	7.5	3.5

— Too few sample observations for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

Table 59-1 Average research production of full-time postsecondary faculty during the previous 2 years, by tenure status, academic rank, and control of institution: Fall 1987 and fall 1992

Tenure status, academic rank, and control of institution	Fall 1987 Articles/ creative works	Fall 1987 Books/ mono-graphs	Fall 1987 Present-ations/ exhibits	Fall 1987 Other	Fall 1992 Articles/ creative works	Fall 1992 Books/ mono-graphs	Fall 1992 Present-ations/ exhibits	Fall 1992 Other
Total	**3.2**	**0.6**	**4.3**	**1.7**	**2.9**	**0.6**	**4.4**	**1.4**
Tenure status								
Tenured	3.6	0.7	4.3	2.0	3.3	0.7	4.6	1.7
Not tenured	2.7	0.5	4.3	1.3	2.3	0.4	4.1	1.1
Academic rank								
Full professor	4.3	0.9	4.6	2.4	4.2	0.9	5.3	1.9
Associate professor	3.8	0.8	4.7	1.8	3.0	0.7	4.9	1.5
Assistant professor	2.9	0.5	4.8	1.4	2.8	0.5	4.4	1.3
Instructor/lecturer	1.2	0.2	2.8	1.1	0.9	0.2	2.2	0.6
Other/not applicable	1.2	0.1	3.4	0.7	1.2	0.2	3.4	1.0
Control of institution								
Public	3.2	0.6	4.4	1.8	2.9	0.6	4.4	1.4
Private	3.2	0.7	4.3	1.4	2.9	0.7	4.4	1.4

NOTE: See the supplemental note to *Indicator 43* for a description of research production measures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1993.

Table 59-2 Average research production of full-time postsecondary faculty over their careers, by academic discipline and type of institution: Fall 1987 and fall 1992

Academic discipline and type of institution	Fall 1987 Articles/ creative works	Fall 1987 Books/ mono-graphs	Fall 1987 Present-ations/ exhibits	Fall 1987 Other	Fall 1992 Articles/ creative works	Fall 1992 Books/ mono-graphs	Fall 1992 Present-ations/ exhibits	Fall 1992 Other
Total	**18.2**	**2.4**	**24.8**	**8.4**	**19.1**	**2.4**	**30.8**	**8.8**
Academic discipline								
Agriculture/home economics	33.0	2.8	29.0	8.6	50.8	2.8	41.8	17.3
Business	8.0	1.2	8.5	6.7	10.9	1.7	15.5	8.5
Education	14.3	2.0	26.5	6.1	12.9	2.3	32.2	7.0
Engineering	18.7	1.9	16.0	17.0	27.7	1.9	23.7	21.8
Fine arts	8.8	0.9	80.7	6.4	11.8	1.0	162.5	6.5
Humanities	13.5	3.1	14.2	9.7	13.6	2.7	17.2	8.6
Natural sciences	21.3	1.8	14.8	9.3	26.4	2.0	20.7	8.1
Social sciences	20.4	4.2	21.1	10.9	16.9	3.9	24.6	12.4
All other fields	15.6	2.0	17.9	8.1	14.5	2.1	18.0	7.9
Type of institution								
Research	32.2	4.6	31.6	11.2	38.1	4.7	42.8	13.8
Doctoral	26.6	3.0	31.5	8.3	24.0	3.1	36.5	8.8
Comprehensive	12.9	1.4	25.0	9.3	12.8	1.7	31.7	8.1
Liberal arts	8.5	1.4	21.0	5.8	9.9	1.3	27.4	7.3
2-year	4.5	0.8	11.4	4.7	4.1	0.5	11.6	4.0
Other	8.2	1.7	20.7	5.9	10.9	1.4	29.3	7.4

NOTE: Included in the totals but not shown separately are health sciences faculty. See the supplemental note to *Indicator 43* for a description of research production measures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1993.

Table 59-3 Average research production of full-time postsecondary faculty over their careers, by tenure status, academic rank, and control of institution: Fall 1987 and fall 1992

	Fall 1987				Fall 1992			
Tenure status, academic rank, and control of institution	Articles/ creative works	Books/ mono-graphs	Present-ations/ exhibits	Other	Articles/ creative works	Books/ mono-graphs	Present-ations/ exhibits	Other
Total	**18.2**	**2.4**	**24.8**	**8.4**	**19.1**	**2.4**	**30.8**	**8.8**
Tenure status								
Tenured	24.5	3.2	30.3	10.7	26.8	3.5	38.7	11.7
Not tenured	9.7	1.4	17.3	5.3	9.7	1.1	21.2	5.2
Academic rank								
Full professor	34.6	4.7	37.9	14.0	38.2	4.9	48.5	15.4
Associate professor	18.9	2.5	25.8	8.2	16.2	2.2	30.8	8.0
Assistant professor	8.4	0.9	17.9	5.3	9.6	1.1	21.6	5.3
Instructor/lecturer	3.2	0.5	11.1	3.5	4.6	0.5	13.1	3.1
Other/not applicable	5.9	0.9	13.6	4.2	8.2	0.9	23.5	6.8
Control of institution								
Public	18.3	2.4	24.4	8.5	19.3	2.4	30.8	9.0
Private	18.2	2.6	25.8	8.3	18.5	2.5	30.8	8.3

NOTE: See the supplemental note to *Indicator 43* for a description of research production measures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1993.

Table 60-1 Percentage distribution of faculty's tenure status, by selected institutional and faculty characteristics: Fall 1992

Institutional and faculty characteristics	All institutions: Tenure-track	All institutions: Nontenure-track	All institutions: No tenure system at institution	Institutions with tenure systems: Tenure-track	Institutions with tenure systems: Nontenure-track
Total	**47.6**	**45.3**	**7.1**	**51.3**	**48.7**
Level of institution					
4-year institutions	57.5	38.5	4.0	59.9	40.1
2-year institutions	28.5	58.4	13.0	32.8	67.2
Public institutions					
4-year	65.6	33.6	0.8	66.2	33.8
2-year	29.2	58.7	12.1	33.3	66.7
Private institutions					
4-year	46.1	45.4	8.5	50.4	49.6
2-year	14.8	53.7	31.5	21.6	78.4
Type of institution					
4-year institution	57.5	38.5	4.0	59.9	40.1
University	58.6	38.0	3.4	60.6	39.4
Research university	70.6	28.9	0.5	70.9	29.1
Doctoral university	60.2	39.1	0.7	60.6	39.4
Comprehensive university	53.6	44.3	2.1	54.8	45.2
Liberal arts	48.1	42.7	9.1	53.0	47.0
2-year	28.5	58.4	13.0	32.8	67.2
Other	40.8	35.4	23.9	53.6	46.4
Carnegie classification					
Research university I	69.3	30.1	0.6	69.7	30.3
Research university II	74.0	25.8	0.2	74.2	25.8
Doctoral university I	62.4	37.1	0.5	62.7	37.3
Doctoral university II	57.3	41.7	1.0	57.9	42.1
Comprehensive university I	54.5	43.7	1.8	55.5	44.5
Comprehensive university II	47.7	48.3	4.0	49.7	50.3
Liberal arts I	61.1	35.8	3.0	63.0	37.0
Liberal arts II	38.9	47.6	13.5	45.0	55.0
2-year	28.5	58.4	13.0	32.8	67.2
Other	40.8	35.4	23.9	53.6	46.4
Academic discipline					
Agriculture/home economics	71.9	24.0	4.1	75.0	25.0
Business	42.9	48.7	8.4	46.8	53.2
Education	45.8	49.8	4.4	47.9	52.1
Engineering	60.7	32.5	6.8	65.1	34.9
Fine arts	40.6	49.2	10.1	45.2	54.8
Health sciences	52.8	39.6	7.6	57.1	42.9
Humanities	43.2	49.5	7.3	46.6	53.4
Natural sciences	53.3	40.5	6.2	56.8	43.2
Social sciences	54.7	39.7	5.6	57.9	42.1
All other fields	39.0	53.0	8.1	42.4	57.6

Table 60-1 Percentage distribution of faculty's tenure status, by selected institutional and faculty characteristics: Fall 1992—Continued

Institutional and faculty characteristics	All institutions: Tenure-track	All institutions: Nontenure-track	All institutions: No tenure system at institution	Institutions with tenure systems: Tenure-track	Institutions with tenure systems: Nontenure-track
Academic discipline by level of institution					
Agriculture/home economics, 4-year	80.1	19.0	0.9	80.8	19.2
Agriculture/home economics, 2-year	47.2	38.9	13.9	54.8	45.2
Business, 4-year	53.6	41.5	4.9	56.4	43.6
Business, 2-year	26.2	60.0	13.8	30.4	69.6
Education, 4-year	50.3	47.1	2.6	51.6	48.4
Education, 2-year	31.4	58.5	10.0	34.9	65.1
Engineering, 4-year	70.4	25.6	3.9	73.3	26.7
Engineering, 2-year	33.0	51.8	15.2	38.9	61.1
Fine arts, 4-year	47.6	42.4	10.0	52.9	47.1
Fine arts, 2-year	22.4	67.2	10.5	25.0	75.0
Health sciences, 4-year	61.0	36.3	2.7	62.7	37.3
Health sciences, 2-year	34.0	47.3	18.7	41.8	58.2
Humanities, 4-year	52.1	44.3	3.6	54.0	46.0
Humanities, 2-year	28.9	57.9	13.2	33.3	66.7
Natural sciences, 4-year	68.7	27.8	3.5	71.2	28.8
Natural sciences, 2-year	29.0	60.6	10.4	32.4	67.6
Social sciences, 4-year	63.6	33.3	3.1	65.7	34.3
Social sciences, 2-year	29.6	57.6	12.8	33.9	66.1
All other fields, 4-year	47.5	48.7	3.8	49.4	50.6
All other fields, 2-year	25.7	59.6	14.7	30.1	69.9
Employment status					
Part-time	4.2	90.6	5.2	4.5	95.5
Full-time	78.9	12.7	8.4	86.2	13.8
Sex					
Male	54.1	39.6	6.3	57.7	42.3
Female	36.7	55.0	8.4	40.0	60.0
Employment status by sex					
Part-time					
Male	5.1	89.8	5.2	5.3	94.7
Female	3.2	91.7	5.2	3.3	96.7
Full-time					
Male	83.3	9.7	7.0	89.5	10.5
Female	69.6	18.9	11.5	78.7	21.3
Age by sex					
Younger than 40 years	24.9	68.1	7.1	26.8	73.2
Male	29.2	62.7	8.1	31.8	68.2
Female	20.2	73.9	5.9	21.5	78.5
40–49 years	40.9	52.1	6.9	44.0	56.0
Male	46.1	47.5	6.3	49.2	50.8
Female	34.0	58.3	7.7	36.8	63.2
50–59 years	51.3	41.0	7.7	55.5	44.5
Male	56.8	36.2	7.0	61.1	38.9
Female	42.1	49.1	8.8	46.2	53.8
60 years or older	57.7	35.9	6.5	61.6	38.4
Male	63.7	31.2	5.1	67.1	32.9
Female	41.2	48.6	10.2	45.8	54.2

Table 60-1 Percentage distribution of faculty's tenure status, by selected institutional and faculty characteristics: Fall 1992—Continued

Institutional and faculty characteristics	All institutions: Tenure-track	All institutions: Nontenure-track	All institutions: No tenure system at institution	Institutions with tenure systems: Tenure-track	Institutions with tenure systems: Nontenure-track
Academic rank					
Professor	81.0	14.3	4.7	85.0	15.0
Associate professor	81.4	14.0	4.6	85.3	14.7
Assistant professor	70.1	24.6	5.2	74.0	26.0
Instructor	12.8	78.0	9.2	14.1	85.9
Lecturer	3.2	95.1	1.6	3.3	96.7
Other	11.4	78.6	10.0	12.7	87.3
Faculty status					
Has	54.1	38.7	7.2	58.3	41.7
Does not have	3.3	90.4	6.3	3.5	96.5
Race/ethnicity					
American Indian/Alaskan Native	38.1	51.6	10.2	42.5	57.5
Asian/Pacific Islander	60.2	36.5	3.3	62.2	37.8
Black	47.5	47.8	4.6	49.8	50.2
Hispanic	46.3	49.0	4.8	48.6	51.4
White	47.2	45.4	7.4	50.9	49.1

NOTE: Included here are faculty and staff who taught at least one course for credit in fall 1992 (a small percentage did not have faculty status). Faculty with clinical appointments were excluded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993.

Table 60-2 Percentage of all courses at 4-year institutions taught by nontenure-track faculty, by selected institutional characteristics and academic discipline: Fall 1992

Institutional characteristics and academic discipline	Graduate courses	Undergraduate courses		
		Total	Lower division	Upper division
Total	**26.3**	**33.7**	**40.4**	**30.1**
Public institutions				
4-year	17.3	31.3	39.9	26.1
University	17.3	31.1	39.6	26.0
College	0.0	50.0	56.6	43.0
Private institutions				
4-year	40.6	37.6	41.2	37.1
University	40.6	40.1	44.7	38.9
College	*50.2	34.1	36.8	34.1
Type of institution				
Research university	20.8	29.0	36.6	26.4
Doctoral university	23.0	34.9	42.1	31.7
Comprehensive university	31.9	33.9	41.1	29.0
Liberal arts	50.2	34.8	37.9	34.5
Carnegie classification				
Research university I	21.7	31.1	35.7	30.2
Research university II	17.7	25.0	38.1	18.6
Doctoral university I	23.4	32.7	40.9	28.9
Doctoral university II	22.3	37.5	43.4	35.0
Comprehensive university I	28.6	34.2	41.4	29.4
Comprehensive university II	72.1	32.1	39.1	26.5
Liberal arts I	47.5	26.6	28.3	27.3
Liberal arts II	53.2	40.7	44.5	39.7
Other	33.3	42.5	47.3	41.1
Academic discipline				
Agriculture/home economics	4.6	18.4	24.7	15.4
Business	39.0	35.7	47.1	33.1
Education	32.9	36.9	41.2	36.7
Engineering	12.4	27.7	32.3	25.9
Fine arts	32.9	33.8	40.1	34.4
Health sciences	23.5	38.4	43.7	38.3
Humanities	16.8	40.4	50.1	28.6
Natural sciences	12.4	27.2	33.5	18.8
Social sciences	24.3	26.6	27.8	26.7
All other fields	35.3	38.4	45.4	36.4

* Institutions classified as colleges award primarily bachelor's degrees but may also award graduate degrees in a limited number of fields.

NOTE: The first column of the row for 4-year public institutions indicates that 17.3 percent of graduate-level courses offered by these schools were taught by nontenure-track faculty or staff. This table is limited to courses taught at 4-year institutions that had tenure systems. Included here are faculty and staff who taught at least one course for credit in fall 1992 (a small percentage did not have faculty status). Faculty with clinical appointments were excluded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993.

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Note to Indicator 60: Nontenure-track faculty

Faculty and instructional staff were included in these tables only if they taught at least one course for credit in fall 1992. A small number of instructional staff who lacked faculty status at sampled institutions were also included, but "faculty" is used for ease of reading. Faculty who reported having a clinical appointment were also excluded, because their tenure status is different from others' and their teaching experience is likely to differ in other fundamental ways from that of faculty as a whole. Table 60-2, which uses courses rather than faculty as the unit of analysis, excludes all courses at 2-year institutions as well as all courses at institutions lacking tenure systems.

Academic discipline

In the 10-category academic discipline typology, Health sciences includes public health and health services administration; Humanities includes history, philosophy / religion, and English as a second language; Natural science includes mathematics, statistics, and computer science; and All other fields includes a range of vocational / technical fields, professional fields (e.g., architecture and law), theology, military studies, multi / interdisciplinary studies, public affairs, and science technologies.

Carnegie classification

Definitions of the Carnegie classifications are as follows:

Research I	Offer a full range of bachelor's through doctoral programs, give high priority to research, and receive $40 million or more in federal support.
Research II	Offer a full range of bachelor's through doctoral programs, give high priority to research, and receive between $15.5 and $40 million in federal support.
Doctoral I	Offer a full range of bachelor's through doctoral programs and award at least 40 doctoral degrees annually in five or more disciplines.
Doctoral II	Offer a full range of bachelor's through doctoral programs and award at least 10 doctoral degrees in three or more disciplines, or 20 or more doctoral degrees in one or more disciplines.
Comprehensive I	Offer a full range of bachelor's through master's degree programs and award 40 or more master's degrees annually in one or more disciplines.
Comprehensive II	Offer a full range of bachelor's through master's degree programs and award 20 or more master's degrees annually in one or more disciplines.
Liberal Arts I	Offer primarily undergraduate degrees, award 40 percent or more of their bachelor's degrees in liberal arts fields, and are restrictive in admission.
Liberal Arts II	Offer primarily undergraduate degrees, award less than 40 percent of their bachelor's degrees in liberal arts fields, and are restrictive in admission.
2-year	Offer primarily associate of arts certificate or degree programs, and, with few exceptions, do not offer bachelor's degrees (this group includes community, junior, and technical colleges).
Other	Offer degrees ranging from bachelor's to doctoral, with at least 50 percent of the degrees awarded in a single discipline (including medical schools and other specialized institutions).

SECTION 2

Standard Error Tables

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General information about standard errors

The information presented in this report was obtained from many sources, including federal and state agencies, private research organizations, and professional associations. The data were collected using many research methods, including surveys of a universe (such as all school districts) or of a sample, compilations of administrative records, and statistical projections. Users of *The Condition of Education* should take particular care when comparing data from different sources. Differences in procedures, timing, phrasing of questions, interviewer training, and so forth mean that the results are not strictly comparable. Following the general discussion of data accuracy below, descriptions of the information sources and data collection methods are presented, grouped by sponsoring organization. More extensive documentation of procedures used in one survey as compared to another does not imply more problems with the data, only that more information is available.

Unless otherwise noted, all statements cited in the text were tested for statistical significance and are statistically significant at the .05 level. Several test procedures were used. Which procedure was used depended upon the type of data being interpreted and the nature of the statement being tested. The most commonly used test procedures were: 1) *t*-tests, 2) multiple *t*-tests with a Bonferroni adjustment to the significance level, 3) linear trend tests, and 4) sign tests. When a simple comparison between two sample estimates was made, for example, between the first and last years in a time series or between males and females, a *t*-test was used. When multiple comparisons between more than two groups were made, and even if only one comparison is cited in the text, a Bonferroni adjustment to the significance level was made to ensure the significance level for the tests as a group was at the .05 level. This procedure commonly arises when making comparisons between racial/ethnic groups and between the United States and other countries. A linear trend test was used when a statement describing a trend, such as the growth of enrollment rates over time, was made or when a statement describing a relationship, such as the relationship between a parent's educational attainment and a student's reading proficiency, was made. A sign test was used when a statement describing a consistent pattern of differences over the years was made.

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors and errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures; however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

The estimated standard error of a statistic is a measure of the variation due to sampling and can be used to examine the precision obtained in a particular sample. The sample estimate and an estimate of its standard error permit the construction of interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected, and each were surveyed under the same conditions, and an estimate and its standard error were calculated from each sample, then approximately 90 percent of the intervals from 1.6 standard errors below the estimate to 1.6 standard errors above the estimate would include the actual value; 95 percent of the intervals from two standard errors below the estimate to two standard errors above the estimate would include the actual value; and 99 percent of all intervals from 2.5 standard errors below the estimate to 2.5 standard errors above the estimate would include the actual value. These intervals are called 90 percent, 95 percent, and 99 percent confidence intervals, respectively.

To illustrate this further, consider the text table for *Indicator 1* and the standard error table S1 for estimates of standard errors from the National Household Education Survey (NHES). For the 1995 estimate of the percentage of 3-year-olds enrolled in center-based programs and kindergarten (37.4 percent), table S1 shows a standard error of 1.5. Therefore, we can construct a 95 percent confidence interval from 34.4 to 40.4 (37.4 ± 2 x 1.5). If this procedure were followed for every possible sample, about 95 percent of the intervals would include the actual percentage of 3-year-olds enrolled in center-based programs and kindergarten.

The estimated standard errors for two sample statistics can be used to estimate the precision of the difference between the two statistics and to avoid concluding that there is an actual difference when the difference in sample estimates may be due only to sampling error. The need to be aware of the precision of differences arises, for example, when comparing mean proficiency scores between groups or years in the National Assessment of Educational Progress (NAEP) or when comparing percentages between groups or years in the Current Population Survey (CPS). The standard error (se) of the difference between sample estimate A and sample estimate B (when A and B don't overlap) is:

$$se_{A-B} = \sqrt{se_A^2 + se_B^2}$$

When the ratio (called a *t*-statistic) of the difference between the two sample statistics and the standard error of the difference as calculated above is less than 2, one cannot be sure the difference is not due only to sampling error and caution should be taken in drawing any conclusions. In this report, for example, using the rationale above, we would not conclude that there is a difference between the two sample statistics. Some analysts, however, use the less restrictive criterion of 1.64, which corresponds to a 10 percent significance level.

To illustrate this further, consider the data on reading proficiency of 9-year-olds in the 2nd text table for *Indicator 15* and the associated standard error table S15(b). The estimated average reading proficiency score for the sample of black 9-year-olds in 1971 was 170. For the (new) sample in 1994, the estimated average was 185. Is there enough evidence to conclude that the actual average score for all black 9-year-olds increased 15 points between 1971 and 1994? The standard errors for these two estimates are 1.7 and 2.3, respectively. Using the above formula, the standard error of the difference is calculated as 2.9. The ratio of the estimated difference of 15 to the standard error of the difference of 2.9 is 5.2. Using the table below, we see that there is less than a 5 percent chance that the 15 point difference is due only to sampling error and one may conclude that the proficiency scores of black 9-year-olds grew between 1971 and 1994.

Percent chance that a difference is due only to sampling error:

t-statistic	1.00	1.64	1.96
Percent chance	32	10	5

It should be noted that most of the standard errors presented in this report and in the original documents are approximations. That is, to derive estimates of standard errors that would be applicable to a wide variety of items and that could be prepared at a moderate cost, a number of approximations were required. As a result, most of the standard errors presented provide a general order of magnitude rather than the exact standard error for any specific item.

The preceding discussion on sampling variability was directed toward a situation concerning one or two estimates. Determining the accuracy of statistical projections is more difficult. In general, the further away the projection date is from the date of the actual data being used for the projection, the greater the possible error in the projection. If, for instance, annual data from 1980 to 1995 are used to project enrollment in elementary and secondary education, the further beyond 1995 one projects, the more variability in the projection. The enrollment projection for the year 2002 will be less certain than the projection for 1997. A detailed discussion of the projections methodology is contained in *Projections of Education Statistics to 2006* (National Center for Education Statistics 1996).

Both universe and sample surveys are subject to nonsampling errors. Nonsampling errors can arise in various ways including: 1) from respondents or interviewers interpreting questions differently; 2) from respondents estimating the values that they provide; 3) from partial to total nonresponse; 4) from imputation or reweighting to adjust for nonresponse; 5) from inability or unwillingness on the part of respondents to provide correct information; 6) from recording and keying errors; or 7) from overcoverage or undercoverage of the target universe.

Sampling and nonsampling error combine to yield total survey error. Since estimating the magnitude of nonsampling errors would require special experiments or access to independent data, these magnitudes are seldom available. In almost all situations, the sampling error represents an underestimate of the total survey error, and thus overestimate of the precision of the survey estimates.

To compensate for suspected nonrandom errors, adjustments of the sample estimates are often made. For example, adjustments are frequently made for nonresponse, both partial and total. An adjustment made for either type of nonresponse is often referred to as an imputation—substitution of the "average" questionnaire response for the nonresponse. Imputations are usually made separately within various groups of sample members, which have similar survey characteristics. Imputation for item nonresponse is usually made by substituting for a missing item the response to that item of a respondent having characteristics that are similar to those of the nonrespondent.In editions prior to the 1992 edition of *The Condition of Education*, when reporting race-specific data from the CPS, Hispanics were usually included among whites and blacks (i.e., "Hispanics may be of any race"). Beginning with the 1992 edition of the report, racial/ethnic data from the CPS excludes Hispanics from whites and blacks (e.g., whites are non-Hispanic whites and blacks are non-Hispanic blacks).

Unless otherwise noted, all dollar values in this volume are expressed in 1996 constant dollars. The Consumer Price Index (CPI) is used to convert current dollars for earlier years to 1996 dollars. The CPI index for calendar year 1996 is 156.9. See table 37 in *the Digest of Education Statistics, 1996* (National Center for Education Statistics, 1996) for CPI adjustments.

How to obtain standard errors for the supplemental tables

To obtain estimates of standard errors for the statistics in the supplemental tables, please complete the request card located in this edition of *The Condition of Education*.

Table S1-1 Standard errors for table 1-1

Student characteristics	3-year-olds			4-year-olds			5-year-olds		
	Total	Center-based programs	Kinder-garten	Total	Center-based programs	Kinder-garten	Total	Center-based programs	Kinder-garten
Total	**1.5**	**1.5**	**0.2**	**1.5**	**1.5**	**0.3**	**0.8**	**1.0**	**1.3**
Sex									
Male	2.3	2.3	0.2	1.6	1.6	0.5	1.2	1.4	1.8
Female	1.9	2.0	0.3	2.3	2.2	0.4	1.1	1.4	1.5
Race/ethnicity									
White	2.3	2.3	0.2	2.0	2.0	0.3	1.0	1.3	1.6
Black	4.2	4.2	0.7	4.3	4.1	0.9	2.4	2.5	3.5
Hispanic	2.5	2.6	0.8	2.9	3.1	1.5	1.7	2.3	2.5
Household income									
$10,000 or less	3.8	3.7	0.4	4.0	4.0	0.4	2.8	2.4	3.5
10,001-20,000	3.7	3.7	0.0	4.1	4.1	0.8	2.6	2.3	3.4
20,001-35,000	2.8	2.8	0.3	2.8	2.8	0.6	1.5	2.0	2.3
35,001-50,000	3.4	3.4	0.8	3.0	2.9	0.9	2.1	2.3	2.7
50,001 or more	3.0	3.0	0.1	2.3	2.1	0.6	1.6	1.9	2.2
Parents' highest education level									
Less than high school diploma	3.7	3.3	1.3	5.9	5.7	0.6	2.5	3.5	4.3
High school diploma or GED	2.5	2.5	0.4	2.7	2.6	0.5	1.6	1.6	2.1
Some college/vocational/technical	2.6	2.6	0.3	2.8	3.0	0.6	1.7	2.2	2.5
Bachelor's degree	3.6	3.6	0.2	3.6	3.9	0.9	1.6	2.4	2.8
Graduate/professional school	5.0	4.5	0.4	3.1	3.3	0.9	2.9	3.1	3.6
Family structure									
Two biological or adoptive parents	1.8	1.8	0.3	1.7	1.6	0.4	1.0	1.2	1.4
One biological or adoptive parent	3.2	3.2	0.0	3.3	3.2	0.5	1.3	1.8	2.1
One biological and one step parent	8.8	7.8	2.7	6.6	6.6	1.8	4.7	3.4	4.7
Other relatives	7.3	7.3	0.0	10.2	10.2	0.0	7.8	8.5	10.1
Mother's first language									
English	1.8	1.8	0.2	1.7	1.7	0.3	1.0	1.2	1.5
Spanish	2.3	2.2	0.5	4.0	4.4	2.3	2.0	2.8	3.3
Other	6.6	6.6	3.1	7.4	8.0	2.8	3.9	5.6	5.9
Poverty status									
Poor	3.1	3.1	0.3	3.6	3.6	0.4	2.3	2.1	3.1
Non-poor	1.7	1.7	0.2	1.6	0.4	0.4	0.9	1.1	1.3
Mother's employment status									
35 hours or more per week	2.4	2.4	0.4	2.2	2.2	0.6	1.3	1.8	2.1
Less than 35 hours per week	3.4	3.4	0.0	2.5	2.8	0.6	1.9	2.8	3.0
Looking for work	7.2	7.0	1.4	6.6	6.6	0.7	5.0	5.1	7.8
Not in labor force	2.7	2.6	0.3	2.4	2.3	0.4	1.2	1.6	2.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1995 (Early Childhood Program Participation File).

Table S1-2 Standard errors for table 1-2

Student characteristics	3-year-olds Total	3-year-olds Center-based programs	3-year-olds Kinder-garten	4-year-olds Total	4-year-olds Center-based programs	4-year-olds Kinder-garten	5-year-olds Total	5-year-olds Center-based programs	5-year-olds Kinder-garten
Total	**1.2**	**1.2**	**0.2**	**1.1**	**1.1**	**0.4**	**0.8**	**0.8**	**1.0**
Sex									
Male	1.7	1.7	0.3	1.8	1.8	0.4	1.1	1.3	1.4
Female	1.9	1.9	0.3	1.5	1.4	0.7	1.4	1.1	1.5
Race/ethnicity									
White	1.3	1.3	0.0	1.3	1.3	0.4	1.1	1.1	1.4
Black	3.4	3.5	1.3	3.5	3.7	1.5	1.8	2.5	3.2
Hispanic	3.2	3.2	0.0	3.3	3.2	0.8	2.2	1.7	2.7
Household income									
$10,000 or less	3.9	3.8	0.8	2.8	3.1	1.3	2.6	2.1	3.4
10,001–20,000	3.4	3.3	1.0	2.9	2.9	0.8	2.3	1.7	2.7
20,001–35,000	2.0	2.0	0.0	2.3	2.4	0.6	1.6	2.3	2.3
35,001–50,000	2.7	2.7	0.0	2.9	2.8	0.7	1.7	1.9	2.3
50,001 or more	2.1	2.2	0.1	2.0	2.2	0.8	1.1	2.0	2.4
Parents' highest education level									
Less than high school diploma	4.0	4.0	0.0	4.5	4.7	1.3	4.0	3.7	4.5
High school diploma or GED	2.1	2.1	0.6	2.1	2.1	0.5	1.5	1.7	2.0
Some college/vocational/technical	2.1	2.1	0.1	2.0	1.9	0.9	1.8	1.6	2.1
Bachelor's degree	3.3	3.3	0.0	2.9	2.9	1.1	1.8	2.4	3.0
Graduate/professional school	3.2	3.2	0.0	3.1	3.0	1.2	1.3	3.1	3.4
Family structure									
Two biological or adoptive parents	1.4	1.4	*0.0	1.5	1.5	0.4	0.9	1.2	1.5
One biological or adoptive parent	3.0	2.9	0.6	2.4	2.6	1.0	1.7	1.5	2.0
One biological and one step parent	7.0	7.0	0.0	6.2	6.2	0.7	3.9	2.7	4.4
Other relatives	9.5	8.3	6.2	10.9	11.2	1.1	6.5	8.1	8.8
Mother's first language									
English	1.3	1.3	0.2	1.1	1.1	0.4	0.8	1.0	1.1
Spanish	4.4	4.4	0.0	4.3	4.3	1.4	3.0	2.6	3.5
Other	6.1	6.1	0.0	5.9	6.1	1.6	4.6	1.7	5.8
Poverty status									
Poor	3.4	3.3	0.9	2.7	2.9	1.0	2.0	1.7	2.5
Non-poor	1.3	1.3	0.1	1.3	1.3	0.4	0.8	1.0	1.1
Mother's employment status									
35 hours or more per week	2.0	1.9	0.6	2.2	2.2	0.8	1.1	1.4	1.7
Less than 35 hours per week	2.9	2.9	0.0	2.6	2.7	0.7	1.7	2.2	2.4
Looking for work	5.0	5.0	0.0	4.0	4.7	2.1	3.9	4.1	5.7
Not in labor force	2.1	2.1	0.1	2.1	2.1	0.7	1.7	1.7	2.1

* Standard error less than 0.05 is rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1993 (School Readiness File).

Table S1-3 Standard errors for table 1-3

Student characteristics	3-year-olds			4-year-olds			5-year-olds		
	Total	Center-based programs	Kindergarten	Total	Center-based programs	Kindergarten	Total	Center-based programs	Kindergarten
Total	**1.2**	**1.3**	**0.1**	**1.2**	**1.2**	**0.4**	**0.7**	**0.7**	**1.1**
Sex									
Male	1.5	1.5	0.2	1.5	1.5	0.5	1.1	1.1	1.6
Female	1.7	1.6	0.2	1.6	1.6	0.5	1.0	1.3	1.7
Race/ethnicity									
White	1.3	1.3	0.2	1.3	1.3	0.5	0.9	0.8	1.2
Black	3.7	3.7	0.3	3.8	3.5	1.6	1.6	3.2	3.6
Hispanic	2.6	2.6	0.1	3.7	3.8	0.9	2.4	2.8	3.2
Household income									
$10,000 or less	3.3	3.3	0.0	3.9	2.9	1.1	2.2	3.8	3.9
10,001-20,000	2.6	2.6	0.4	2.8	2.7	0.9	1.9	1.8	2.4
20,001-30,000	1.8	1.8	0.3	2.5	2.6	1.0	1.9	1.5	2.2
30,001-50,000	1.9	1.9	0.3	1.9	2.0	0.6	1.3	1.2	1.6
50,001 or more	2.4	2.5	0.4	2.2	2.3	0.7	1.4	1.5	2.0
Parents' highest education level									
Less than high school diploma	2.9	2.9	0.3	3.9	3.9	1.2	2.5	2.4	3.5
High school diploma or GED	1.8	1.9	0.4	2.1	2.1	0.7	1.4	1.4	2.0
Some college/vocational/technical	2.2	2.2	0.1	2.1	2.0	0.6	1.5	1.5	1.8
Bachelor's degree	3.1	3.1	0.2	2.4	2.6	1.0	2.0	2.1	2.6
Graduate/professional school	3.4	3.3	0.4	3.5	3.4	0.7	2.3	2.5	2.8
Mother's first language									
English	1.3	1.3	0.1	1.3	1.2	0.4	0.8	0.8	1.2
Spanish	3.1	3.1	0.0	4.1	4.2	1.0	2.8	3.1	4.0
Other	6.6	6.6	1.1	5.7	5.3	1.9	3.5	3.9	5.9
Mother's employment status									
35 hours or more per week	2.1	2.1	0.2	2.2	2.2	0.7	1.1	1.3	1.6
Less than 35 hours per week	2.4	2.4	0.2	3.0	3.0	0.7	1.5	1.8	2.0
Looking for work	5.2	5.1	0.0	5.1	4.8	2.1	4.9	2.5	5.1
Not in labor force	1.8	1.8	0.2	2.1	2.2	0.6	1.5	1.5	2.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File).

Table S2-1 Standard errors table for 2-1

Selected characteristics	Read to three or more times in the past week 1991	1995	Told a story at least once in the past week 1991	1995	Visited a library in the past month 1991	1995
Total	**0.7**	**0.6**	**1.3**	**0.7**	**0.7**	**0.9**
Child's age						
Age 3	0.9	1.0	1.3	1.2	1.3	1.4
Age 4	1.1	1.1	1.0	1.1	1.1	1.5
Age 5	1.3	1.0	1.3	1.2	1.2	1.5
Enrollment status and level						
Not enrolled	1.0	1.0	1.0	1.2	0.9	1.3
Center-based programs	1.3	1.0	1.2	1.1	1.2	1.1
Kindergarten	1.3	1.1	1.3	1.3	1.4	1.5
Race/ethnicity						
White	0.7	0.6	0.8	0.8	0.9	1.1
Black	2.0	1.9	2.1	2.5	1.8	2.3
Hispanic	2.8	2.0	2.1	1.7	1.8	1.7
Urbanicity						
Urbanized area	—	0.8	—	0.8	—	1.1
Not an urbanized area	—	2.1	—	1.9	—	2.4
Rural	—	1.4	—	1.7	—	1.7
Household income						
$10,000 or less	—	1.9	—	2.1	—	2.3
10,001-20,000	—	1.9	—	1.7	—	2.2
20,001-30,000	—	1.7	—	1.8	—	1.6
30,001-40,000	—	1.7	—	2.0	—	2.5
40,001-50,000	—	1.9	—	2.2	—	2.7
50,001 or more	—	1.1	—	1.3	—	1.8
Parents' highest education level						
Less than high school diploma	2.4	3.0	2.4	2.8	2.0	2.2
High school diploma or GED	1.4	1.3	1.5	1.3	1.2	1.7
Some college/vocational/technical	1.2	1.2	1.3	1.2	0.8	1.9
Bachelor's degree	1.4	1.3	1.9	1.7	1.9	2.1
Graduate/professional school	1.1	1.2	1.6	1.5	2.3	2.2
Family structure						
Two biological or adoptive parents	—	0.7	—	0.7	—	1.1
One biological or adoptive parent	—	1.4	—	1.7	—	2.0
One biological and one step parent	—	3.2	—	3.2	—	3.9
Other relatives	—	3.6	—	5.5	—	3.7

— Not available

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File) and 1995 (Early Childhood Program Participation File).

Table S3-1 Standard errors for table 3-1

Selected characteristics	Behavioral problems 1991	Behavioral problems 1995	Problems with school work 1991	Problems with school work 1995	Academically below the middle of the class 1991	Academically below the middle of the class 1995
Total	**0.7**	**0.8**	**0.6**	**1.0**	**—**	**0.6**
Student's age						
Age 6	1.4	1.2	1.2	1.2	—	0.8
Age 7	1.0	1.1	1.0	1.3	—	0.7
Age 8	1.4	2.3	1.4	1.7	—	1.5
Grade level						
First grade	1.1	1.1	1.0	1.0	—	0.7
Second grade	1.0	1.2	1.0	1.2	—	0.8
Race/ethnicity						
White	0.9	0.8	1.3	1.2	—	0.5
Black	2.2	2.7	2.3	2.4	—	2.4
Hispanic	2.0	1.6	2.3	2.2	—	1.3
Urbanicity						
Urbanized area	—	1.0	—	0.9	—	0.7
Not an urbanized area	—	2.1	—	1.9	—	1.5
Rural	—	1.6	—	1.9	—	1.1
Household income						
$10,000 or less	—	2.5	—	2.9	—	2.3
10,001-20,000	—	2.2	—	2.6	—	1.6
20,001-30,000	—	1.8	—	2.0	—	1.1
30,001-40,000	—	2.0	—	1.6	—	1.1
40,001-50,000	—	2.1	—	2.1	—	1.1
50,001 or more	—	1.1	—	1.2	—	0.8
Parents' highest education level						
Less than high school diploma	2.5	3.1	2.7	3.5	—	2.6
High school diploma or GED	1.4	1.6	1.2	1.5	—	1.2
Some college/vocational/technical	1.0	1.6	1.2	1.8	—	1.0
Bachelor's degree	1.7	1.6	1.7	2.1	—	0.9
Graduate/professional school	1.7	1.3	1.6	1.4	—	0.6
Family structure						
Two biological or adoptive parents	—	0.7	—	1.0	—	0.6
One biological or adoptive parent	—	1.9	—	2.2	—	1.5
One biological and one step parent	—	3.3	—	3.3	—	2.1
Other relatives	—	6.4	—	6.7	—	5.4

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File) and 1995 (Early Childhood Program Participation File).

Table S4-1 Standard errors for table 4-1

English language usage and proficiency, and disability status	16- to 24-year-olds		16- to 24-year-old dropouts	
	1992	1995	1992	1995
Total 16- to 24-year-olds	—	—	**0.3**	**0.3**
Spoke English at home	0.9	0.9	1.1	1.0
Spoke a language other than English at home	0.9	0.9	1.1	1.0
Spanish	0.7	0.8	1.4	1.3
Other European	0.3	0.3	2.2	2.2
Asian	0.4	0.3	1.7	1.8
Other	0.3	0.3	1.8	2.1
16- to 24-year-olds who spoke a language other than English at home and:				
Had difficulty speaking English	0.6	0.6	2.1	2.1
Did not have difficulty speaking English	0.7	0.7	1.0	1.0
Had taken an ESL course	(1)	0.5	(1)	1.9
Had not taken an ESL course	(1)	0.3	(1)	1.2
Disability status				
No disabling condition	0.7	0.6	0.3	0.3
Had a disabling condition	0.7	0.6	1.2	1.3
Blindness	0.2	[2]0.0	4.3	9.9
Deafness	0.2	[2]0.0	3.4	7.7
Other hearing impairment	0.3	0.2	3.1	(1)
Emotional disturbance	0.3	0.2	3.4	5.8
Learning disability	0.5	0.4	2.0	2.4
Orthopedic impairment	0.3	0.2	2.7	4.1
Mental retardation	0.3	0.2	3.6	6.2
Speech impediment	0.3	0.2	2.6	5.4

— Not applicable.

[1] Not available.

[2] Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1992 and 1995.

Table S4-2 Standard errors for table 4-2

English language usage and proficiency, and disability status	1992			1995		
	Total	Had repeated at least one grade	Never repeated a grade	Total	Had repeated at least one grade	Never repeated a grade
Total 16- to 24-year-olds	**0.3**	**1.2**	**0.3**	**0.3**	**1.1**	**0.3**
Spoke English at home	1.1	1.3	0.3	1.0	1.2	0.3
Spoke a language other than English at home	1.1	3.5	1.1	1.0	2.9	1.1
Disability status						
No disabling condition	0.3	1.4	0.3	0.3	1.2	0.3
Had a disabling condition	1.2	2.5	1.4	1.3	2.8	1.4
Learning disability	2.0	3.2	2.5	2.4	3.5	3.3

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1992 and 1995.

Table S4-3 Standard errors for table 4-3

Type of disability	All children		Repeated at least one grade	
	1992	1995	1992	1995
Total 5- to 17-year olds	**—**	**—**	**0.2**	**0.2**
Disability status				
No disabling condition	0.2	0.2	0.2	0.2
Had a disabling condition	0.2	0.2	1.2	1.2
Blindness	[1]0.0	[1]0.0	5.9	([2])
Deafness	[1]0.0	[1]0.0	5.1	8.8
Other hearing impairment	0.1	0.1	3.1	4.3
Emotional disturbance	0.1	0.1	4.0	4.8
Learning disability	0.2	0.1	1.9	2.1
Orthopedic impairment	0.1	[1]0.0	3.1	4.7
Mental retardation	0.1	[1]0.0	4.1	5.2
Speech impediment	0.1	0.1	2.2	2.9

— Not applicable.

[1] Standard errors less than 0.05 are rounded to 0.0.

[2] Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1992 and 1995.

Table S5-1 Standard errors for table 5-1

Current education level and family income	1984			1989			1993		
	Used a computer at school	Used a computer at home	Used a computer at home or school	Used a computer at school	Used a computer at home	Used a computer at home or school	Used a computer at school	Used a computer at home	Used a computer at home or school
				Grades 1-6					
Total	**0.5**	**0.4**	**0.6**	**0.6**	**0.4**	**0.6**	**0.5**	**0.5**	**0.5**
Low income	1.1	0.4	1.1	1.4	0.5	1.4	1.4	0.5	1.3
Middle income	0.7	0.4	0.7	0.8	0.5	0.8	0.7	0.6	0.7
High income	1.2	1.1	1.2	1.2	1.2	1.1	1.0	1.2	0.8
				Grades 7-12					
Total	**0.5**	**0.4**	**0.5**	**0.6**	**0.5**	**0.6**	**0.6**	**0.5**	**0.5**
Low income	1.2	0.6	1.3	1.6	0.8	1.6	1.5	0.7	1.5
Middle income	0.7	0.4	0.7	0.8	0.6	0.8	0.7	0.6	0.7
High income	1.0	0.9	1.0	1.2	1.2	1.1	1.0	1.1	0.8

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S5-2 Standard errors for table 5-2

Year	At home			At school			At the library		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
1984	3.7	4.6	2.9	3.5	4.2	2.9	3.8	3.9	2.9
1988	2.4	2.2	2.4	4.2	3.1	2.4	4.6	3.1	2.9
1990	2.3	1.8	1.7	2.3	2.6	2.2	2.6	2.2	2.5
1992	2.2	2.3	2.1	1.6	2.7	2.4	3.3	2.5	2.5
1994	2.0	1.9	2.0	2.0	2.7	2.4	3.0	3.3	2.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Writing, 1984 to 1994*, 1996.

Table S5-3 Standard errors for table 5-3

Access to a computer and reason for use	Age 13						Age 17					
	1978	1982	1986	1990	1992	1994	1978	1982	1986	1990	1992	1994
Have access to computer in school	1.8	2.9	3.0	2.2	2.5	2.0	2.7	3.1	2.4	2.1	1.9	2.2
Study mathematics through computer instruction	0.9	2.3	2.5	1.8	2.4	1.8	1.1	1.5	1.5	2.1	2.0	1.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Mathematics, 1978 to 1994*, 1996.

Table S5-4 Standard errors for table 5-4

Year	Ever used a computer		Family owns a computer	
	Age 9	Age 13	Age 9	Age 13
1986	1.2	1.2	1.3	1.5
1990	0.7	0.5	1.1	1.0
1992	0.8	0.3	1.0	1.1
1994	0.9	0.4	1.2	1.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Science, 1986 to 1994*, 1996.

Table S6-1 Standard errors for table 6-1

Selected services and equipment	Public Total	Public Elementary	Public Secondary	Private Total	Private Elementary	Private Secondary
Percentage of schools' library media centers offering the following equipment:						
Telephone	1.3	1.8	1.6	1.3	1.6	2.5
Fax machine	0.5	0.6	0.8	0.5	0.6	1.1
Computer with modem	1.0	1.2	1.5	1.0	1.5	1.9
Automated catalog	0.9	1.1	1.1	0.7	0.5	1.9
Automated circulation system	1.1	1.6	1.3	0.7	0.6	1.8
Database searching with CD-ROM	0.8	1.2	1.3	0.8	0.8	1.6
On-line database searching	0.5	0.5	0.9	0.5	0.3	1.2
Compact disc for periodical indices, etc.	1.1	1.5	1.3	1.0	1.1	2.2
Video laser disc	1.0	1.3	1.3	0.6	0.7	1.2
Connection to Internet	0.6	0.8	0.8	0.5	0.8	1.1
Cable television	0.8	1.1	0.9	1.3	2.0	2.8
Broadcast television	1.0	1.4	1.3	1.6	1.9	2.5
Closed circuit television	0.7	1.0	1.0	0.7	1.0	1.6
Satellite dish	0.6	0.7	1.1	0.9	0.9	1.2
Total students using library per 100 students each week	*0	1	1	1	1	2
Books checked out per 100 students each week	2	3	4	18	28	8
Percentage of schools offering the following services:						
Microcomputers	0.7	1.0	1.0	1.6	2.1	2.9
Long distance learning	0.8	1.1	1.0	0.9	0.9	1.6
Average number of items held per 100 students at the end of the 1992–93 school year:						
Books (number of volumes)	57	81	101	252	349	726
Current serial subscriptions (print and microfilm)	*0	*0	1	1	1	1
Video materials (tape and disc)	2	2	2	5	5	6
Other audio-visual materials	4	6	7	6	5	16
Microcomputer software	1	1	1	4	5	4
CD-ROM titles	*0	*0	*0	*0	*0	1
Expenditures per student for the 1992–93 school year on the following:						
Books	$0.23	$0.25	$0.42	$0.45	$0.52	$1.26
Current serial subscriptions (print and microfilm)	0.05	0.06	0.14	0.09	0.10	0.36
Video materials (tape and disc)	0.04	0.05	0.10	0.09	0.08	0.15
Other audio-visual materials	0.04	0.06	0.07	0.05	0.06	0.10
Microcomputer software	0.09	0.07	0.35	0.19	0.20	0.59
CD-ROM titles	0.05	0.06	0.09	0.17	0.25	0.18

* Standard errors less than 0.5 are rounded to 0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (Library Media Center Questionnaire), 1993–94.

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Table S6-2 Standard errors for table 6-2

Selected services and equipment	Percentage of minority enrollment: Less than 20 percent	Percentage of minority enrollment: 20 percent or more	Percentage of students eligible for free or reduced-price lunch: 0–5	6–20	21–40	41 or more
Percentage of schools' library media centers offering the following equipment:						
Telephone	1.6	2.1	3.2	2.4	2.1	2.1
Fax machine	0.7	0.6	2.4	0.9	0.9	0.6
Computer with modem	1.4	1.4	4.3	2.1	1.9	1.7
Automated catalog	1.0	1.2	3.4	2.0	1.9	1.2
Automated circulation system	1.6	1.7	3.2	2.6	2.1	1.7
Database searching with CD-ROM	1.2	1.1	3.6	2.3	1.9	1.3
On-line database searching	0.7	0.6	2.6	1.1	0.9	0.7
Compact disc for periodical indices, etc.	1.6	1.4	3.8	2.4	2.3	1.5
Video laser disc	1.2	1.6	3.7	2.3	2.0	1.3
Connection to Internet	0.8	1.0	3.0	1.5	1.1	0.9
Cable television	1.1	1.6	3.5	1.7	1.6	1.7
Broadcast television	1.5	1.9	4.2	2.5	2.0	1.8
Closed circuit television	1.0	1.4	2.9	1.9	1.6	1.2
Satellite dish	0.9	0.9	2.3	1.5	1.4	1.4
Total students using library per 100 students each week	1	1	1	1	1	1
Books checked out per 100 students each week	3	3	7	6	4	4
Percentage of schools offering the following services:						
Microcomputers	0.9	1.2	1.1	1.4	1.7	1.3
Long distance learning	1.0	1.5	1.8	1.5	1.2	1.6
Average number of items held per 100 students at the end of the 1992–93 school year:						
Books (number of volumes)	85	74	112	86	116	124
Current serial subscriptions (print and microfilm)	*0	*0	*0	*0	1	*0
Video materials (tape and disc)	3	2	7	6	3	2
Other audio-visual materials	7	5	20	9	11	8
Microcomputer software	2	1	2	3	1	1
CD-ROM titles	*0	*0	*0	*0	*0	*0
Expenditures per student for the 1992–93 school year on the following:						
Books	$0.33	$0.37	$0.95	$0.42	$0.31	$0.38
Current serial subscriptions (print and microfilm)	0.09	0.07	0.17	0.11	0.14	0.10
Video materials (tape and disc)	0.06	0.07	0.19	0.09	0.09	0.07
Other audio-visual materials	0.06	0.07	0.18	0.06	0.08	0.07
Microcomputer software	0.15	0.10	0.12	0.14	0.32	0.09
CD-ROM titles	0.40	0.10	0.09	0.05	0.14	0.05

* Standard errors less than 0.5 are rounded to 0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (Library Media Center Questionnaire), 1993–94.

Table S6-3 Standard errors for table 6-3

Selected services and equipment	School size Less than 150	 150-499	 500-749	 750 or more
Percentage of schools' library media centers offering the following equipment:				
Telephone	3.4	1.8	2.3	2.0
Fax machine	1.6	0.6	1.2	0.9
Computer with modem	3.2	1.5	2.1	1.9
Automated catalog	2.2	1.1	1.7	1.4
Automated circulation system	2.4	1.5	2.3	2.0
Database searching with CD-ROM	2.4	1.3	2.2	1.7
On-line database searching	1.3	0.7	1.2	1.0
Compact disc for periodical indices, etc.	2.6	1.8	2.2	1.9
Video laser disc	3.1	1.4	1.8	1.8
Connection to Internet	1.1	1.2	1.5	1.0
Cable television	3.3	1.3	1.8	1.5
Broadcast television	3.3	1.4	2.2	2.1
Closed circuit television	1.9	1.2	1.8	1.7
Satellite dish	2.6	1.1	1.4	1.6
Total students using library per 100 students each week	1	1	1	1
Books checked out per 100 students each week	9	4	4	2
Percentage of schools offering the following services:				
Microcomputers	2.4	1.3	1.6	1.2
Long distance learning	2.0	1.2	1.4	1.4
Average number of items held per 100 students at the end of the 1992-93 school year:				
Books (number of volumes)	359	101	34	22
Current serial subscriptions (print and microfilm)	2	*0	*0	*0
Video materials (tape and disc)	9	4	2	1
Other audio-visual materials	27	7	7	4
Microcomputer software	8	1	1	1
CD-ROM titles	1	*0	*0	*0
Expenditures per student for the 1992-93 school year on the following:				
Books	$1.40	$0.27	$0.33	$0.17
Current serial subscriptions (print and microfilm)	0.43	0.08	0.05	0.05
Video materials (tape and disc)	0.34	0.05	0.06	0.04
Other audio-visual materials	0.33	0.05	0.05	0.04
Microcomputer software	0.96	0.08	0.11	0.03
CD-ROM titles	0.27	0.03	0.13	0.03

* Standard errors less than 0.5 are rounded to 0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (Library Media Center Questionnaire), 1993-94.

Table S6-4 Standard errors for table 6-4

State	Computer with modem	Automated catalog	Database searching with CD-ROM	On-line database searching	Compact disc for periodical indices, etc.	Connection to the Internet
Total	**1.0**	**0.9**	**0.8**	**0.5**	**1.1**	**0.6**
Alabama	4.2	5.9	4.0	2.0	4.6	1.5
Alaska	3.6	4.0	4.7	1.9	4.5	2.3
Arizona	3.5	5.3	4.0	2.2	4.4	1.9
Arkansas	4.0	4.0	4.1	2.4	4.6	2.5
California	4.3	3.4	3.7	1.0	5.7	2.3
Colorado	4.7	5.7	5.5	4.7	5.5	3.5
Connecticut	6.5	2.7	5.3	3.8	6.0	2.6
Delaware	3.6	3.0	3.5	2.5	3.5	2.0
District of Columbia	4.0	2.2	2.8	3.3	3.2	1.1
Florida	3.8	3.3	3.6	2.8	4.0	3.4
Georgia	4.7	4.4	4.6	2.6	4.7	2.7
Hawaii	5.3	4.4	5.7	4.9	4.9	5.0
Idaho	4.2	4.0	4.4	2.3	5.1	3.1
Illinois	3.5	3.8	3.4	1.7	4.2	2.2
Indiana	6.7	4.9	5.9	0.7	6.3	1.2
Iowa	6.4	5.0	5.7	3.6	5.7	3.1
Kansas	3.0	4.9	3.1	2.0	4.5	2.5
Kentucky	6.2	7.0	5.5	2.2	6.3	2.4
Louisiana	3.9	3.5	3.4	0.8	3.8	2.4
Maine	5.4	4.4	3.8	2.0	6.7	1.6
Maryland	3.9	3.4	4.5	3.1	4.7	3.5
Massachusetts	4.9	1.6	4.8	1.6	4.8	3.8
Michigan	7.6	3.9	6.3	3.8	6.1	5.3
Minnesota	4.8	6.1	6.1	3.0	5.6	3.6
Mississippi	2.0	2.1	3.9	1.4	3.6	1.3
Missouri	4.3	6.7	5.0	3.9	5.9	4.2
Montana	4.3	3.1	4.1	3.3	3.6	2.0
Nebraska	5.0	4.9	5.7	2.5	6.0	3.0
Nevada	4.0	5.5	4.5	1.3	4.2	2.9
New Hampshire	6.6	4.8	6.6	2.6	5.9	4.4
New Jersey	6.8	6.5	6.4	1.4	7.2	1.3
New Mexico	6.1	5.3	4.3	1.5	5.5	2.4
New York	5.2	3.9	3.4	2.4	5.1	3.6
North Carolina	4.6	4.0	4.3	1.7	4.1	2.3
North Dakota	5.3	3.6	5.1	5.7	6.5	5.5
Ohio	7.1	5.0	3.9	1.1	6.7	2.3
Oklahoma	2.7	3.8	3.5	1.7	4.2	1.7
Oregon	5.8	5.2	6.7	4.7	6.5	4.2
Pennsylvania	6.9	4.0	5.5	1.1	6.4	3.1
Rhode Island	4.9	3.2	3.5	0.6	4.8	4.2
South Carolina	5.4	5.0	5.7	1.7	7.1	4.1
South Dakota	6.8	3.4	6.2	4.2	5.5	2.7
Tennessee	4.3	5.1	4.5	2.3	6.5	1.9
Texas	4.6	4.2	3.1	2.8	3.8	4.2
Utah	3.6	4.1	3.6	2.3	3.6	1.9
Vermont	4.9	5.6	4.2	3.3	4.8	3.4
Virginia	8.3	6.1	5.8	2.9	7.0	5.6
Washington	5.2	5.6	3.6	2.9	4.9	2.6
West Virginia	6.0	4.2	4.0	3.5	5.5	3.2
Wisconsin	6.5	4.7	5.0	3.8	6.1	2.6
Wyoming	3.4	4.2	5.7	2.5	4.5	2.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (Library Media Center Questionnaire), 1993–94.

Table S7-1 Standard errors for table 7-1

Parents' highest education level	1990	1991	1992	1993	1994	1995
Total	**0.3**	**0.3**	**0.4**	**0.4**	**0.4**	**0.4**
Less than high school graduate	1.3	1.2	1.7	1.6	1.5	1.6
High school graduate	0.5	0.6	0.7	0.6	0.8	0.8
Some college	0.5	0.6	0.5	0.6	0.5	0.6
Bachelor's degree or higher	0.3	0.4	0.3	0.4	0.3	0.3
Not available	3.2	3.1	3.8	3.1	3.3	3.5

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S7-2 Standard errors for table 7-2

		Sex		Race/ethnicity			Family income		
October	Total	Male	Female	White	Black	Hispanic	Low	Middle	High
1972	0.2	0.3	0.3	0.2	0.9	1.5	1.1	0.3	0.3
1973	0.2	0.4	0.3	0.2	1.0	1.5	1.2	0.3	0.2
1974	0.2	0.4	0.3	0.3	1.0	1.4	—	—	—
1975	0.2	0.3	0.3	0.2	0.9	1.4	1.1	0.3	0.3
1976	0.2	0.3	0.3	0.3	0.8	1.1	1.1	0.3	0.2
1977	0.2	0.4	0.3	0.3	0.9	1.2	1.1	0.4	0.3
1978	0.3	0.4	0.3	0.3	1.0	1.5	1.2	0.4	0.3
1979	0.3	0.4	0.4	0.3	1.0	1.4	1.2	0.3	0.3
1980	0.2	0.4	0.3	0.3	0.9	1.4	1.1	0.3	0.3
1981	0.2	0.3	0.3	0.3	1.0	1.3	1.1	0.3	0.3
1982	0.3	0.4	0.4	0.3	1.0	1.6	1.3	0.4	0.3
1983	0.3	0.4	0.4	0.3	1.0	1.6	1.1	0.4	0.3
1984	0.3	0.4	0.4	0.3	0.9	1.7	1.2	0.4	0.3
1985	0.3	0.4	0.4	0.3	1.1	2.3	1.3	0.4	0.3
1986	0.3	0.4	0.4	0.3	0.9	2.4	1.1	0.4	0.3
1987	0.3	0.4	0.4	0.3	1.0	1.7	1.1	0.4	0.2
1988	0.4	0.6	0.6	0.4	1.3	4.6	1.8	0.5	0.4
1989	0.4	0.6	0.6	0.4	1.6	3.9	1.6	0.6	0.4
1990	0.3	0.5	0.5	0.4	1.1	2.3	1.4	0.4	0.3
1991	0.3	0.5	0.5	0.4	1.2	2.2	1.4	0.4	0.3
1992	0.4	0.5	0.5	0.4	1.1	2.2	1.4	0.5	0.4
1993	0.4	0.5	0.5	0.4	1.2	2.0	1.6	0.5	0.4
1994	0.4	0.5	0.5	0.4	1.2	2.2	1.6	0.5	0.4
1995	0.4	0.5	0.5	0.4	1.2	2.4	1.5	0.5	0.4

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States, 1995* (based on the October Current Population Surveys).

Table S8-1 Standard errors for table 8-1

Parents' highest education level	1990	1991	1992	1993	1994	1995
Total	**1.6**	**1.6**	**1.6**	**1.6**	**1.5**	**1.5**
Less than high school graduate	5.1	5.4	5.1	5.4	5.4	4.8
High school graduate	5.4	5.4	5.4	5.4	3.2	3.2
Some college	5.2	5.1	5.1	5.3	3.0	2.7
Bachelor's degree or higher	4.1	3.6	4.2	3.5	2.2	1.9
Not available	5.4	5.4	5.3	5.4	4.6	4.5

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S8-2 Standard errors for table 8-2

	Male			Female		
October	Total	2-year	4-year	Total	2-year	4-year
1972	1.9	—	—	1.8	—	—
1973	1.9	1.3	1.8	1.8	1.3	1.6
1974	1.8	1.4	1.7	1.8	1.2	1.7
1975	1.8	1.4	1.7	1.7	1.3	1.6
1976	1.9	1.3	1.8	1.8	1.3	1.7
1977	1.9	1.4	1.8	1.8	1.4	1.6
1978	1.9	1.4	1.8	1.8	1.4	1.6
1979	1.9	1.4	1.8	1.8	1.3	1.6
1980	1.9	1.4	1.7	1.8	1.5	1.7
1981	1.9	1.5	1.8	1.8	1.5	1.7
1982	2.0	1.5	1.8	1.9	1.5	1.8
1983	2.0	1.6	1.9	1.9	1.5	1.8
1984	2.0	1.5	2.0	1.9	1.6	1.8
1985	2.1	1.7	2.1	2.0	1.6	2.0
1986	2.1	1.7	2.0	2.0	1.5	1.9
1987	2.1	1.6	2.1	2.0	1.6	2.0
1988	2.3	1.9	2.2	2.2	1.9	2.2
1989	2.4	1.9	2.4	2.3	2.0	2.3
1990	2.3	1.8	2.3	2.2	1.9	2.3
1991	2.3	2.0	2.2	2.2	2.1	2.3
1992	2.2	1.9	2.2	2.2	2.0	2.3
1993	2.3	2.0	2.3	2.2	1.9	2.2
1994	2.2	1.9	2.2	2.2	1.8	2.2
1995	2.2	2.0	2.2	2.1	1.7	2.1

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S8-3 Standard errors for table 8-3

October	White			Black			Hispanic		
	Total	2-year	4-year	Total	2-year	4-year	Total	2-year	4-year
1972	1.4	—	—	4.6	—	—	9.8	—	—
1973	1.4	1.0	1.3	4.3	2.9	3.8	9.0	8.3	7.7
1974	1.4	1.0	1.3	4.6	3.4	4.2	9.0	8.2	6.7
1975	1.4	1.1	1.3	4.7	3.2	4.3	8.5	7.9	7.7
1976	1.4	1.0	1.3	4.8	3.1	4.6	8.0	7.7	5.9
1977	1.4	1.0	1.3	4.7	3.5	4.4	8.0	7.5	6.2
1978	1.4	1.0	1.3	4.5	3.4	4.1	8.5	6.9	7.1
1979	1.4	1.0	1.3	4.7	3.8	4.1	7.9	6.5	6.8
1980	1.4	1.1	1.3	4.4	3.5	3.8	8.7	8.1	7.2
1981	1.4	1.2	1.4	4.4	3.2	4.0	8.2	7.5	6.9
1982	1.5	1.2	1.4	4.4	3.0	3.8	8.0	6.8	6.4
1983	1.6	1.2	1.5	4.4	3.3	3.8	9.0	6.8	8.7
1984	1.6	1.2	1.5	4.2	3.4	3.4	7.7	6.6	6.2
1985	1.6	1.3	1.6	4.8	3.3	4.4	9.8	8.7	8.4
1986	1.6	1.3	1.6	4.4	3.0	3.9	8.9	8.1	6.5
1987	1.7	1.3	1.6	4.8	3.5	4.7	8.3	6.0	7.0
1988	1.8	1.6	1.8	5.0	3.7	4.5	10.2	9.0	9.5
1989	1.9	1.5	1.9	5.3	4.3	5.0	10.5	10.2	8.1
1990	1.8	1.5	1.8	5.1	4.1	4.5	10.8	9.7	8.0
1991	1.8	1.7	1.9	5.3	4.1	4.7	9.6	8.4	9.0
1992	1.8	1.6	1.9	4.9	3.7	4.6	8.5	7.8	7.5
1993	1.9	1.6	1.9	5.3	4.2	5.1	8.2	8.2	7.3
1994	1.7	1.5	1.8	5.2	4.2	4.8	9.5	8.4	8.1
1995	1.8	1.5	1.8	5.0	4.1	4.5	7.5	6.3	7.0

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S8-4 Standard errors for table 8-4

October	Total	Type of institution		Family income			Race/ethnicity		
		2-year	4-year	Low	Middle	High	White	Black	Hispanic
1972	1.3	—	—	3.4	1.7	2.2	1.4	4.6	9.8
1973	1.3	0.9	1.2	3.2	1.7	2.1	1.4	4.3	9.0
1974	1.3	0.9	1.2	—	—	—	1.4	4.6	9.0
1975	1.3	1.0	1.2	3.6	1.7	2.1	1.4	4.7	8.5
1976	1.3	0.9	1.2	4.2	1.8	2.0	1.4	4.8	8.0
1977	1.3	1.0	1.2	3.5	1.8	2.0	1.4	4.7	8.0
1978	1.3	1.0	1.2	3.7	1.7	2.0	1.4	4.5	8.5
1979	1.3	1.0	1.2	3.8	1.7	2.0	1.4	4.7	7.9
1980	1.3	1.0	1.2	3.5	1.8	2.1	1.4	4.4	8.7
1981	1.3	1.1	1.2	3.9	1.7	2.1	1.4	4.4	8.2
1982	1.4	1.1	1.3	3.8	1.8	2.1	1.5	4.4	8.0
1983	1.4	1.1	1.3	4.0	1.9	2.2	1.6	4.4	9.0
1984	1.4	1.1	1.3	3.6	1.9	2.1	1.6	4.2	7.7
1985	1.5	1.2	1.4	4.1	2.0	2.2	1.6	4.8	9.8
1986	1.4	1.1	1.4	3.6	2.0	2.3	1.6	4.4	8.9
1987	1.5	1.2	1.4	3.9	2.1	2.2	1.7	4.8	8.3
1988	1.6	1.3	1.6	4.5	2.2	2.6	1.8	5.0	10.2
1989	1.7	1.4	1.7	4.6	2.3	2.7	1.9	5.3	10.5
1990	1.6	1.3	1.6	4.8	2.1	2.5	1.8	5.1	10.8
1991	1.6	1.4	1.6	4.5	2.2	2.4	1.8	5.3	9.6
1992	1.6	1.4	1.6	4.4	2.2	2.3	1.8	4.9	8.5
1993	1.6	1.4	1.6	4.6	2.1	2.5	1.9	5.3	8.2
1994	1.5	1.3	1.6	4.3	2.1	2.4	1.7	5.2	9.5
1995	1.5	1.3	1.5	3.9	2.2	2.0	1.8	5.0	7.5

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S9-1 Standard errors for table 9-1

Selected characteristics	Total			4-year			2-year			Vocational, technical, or trade school		
	1974	1982	1994	1974	1982	1994	1974	1982	1994	1974	1982	1994
Total	**0.6**	**0.8**	**0.7**	**0.6**	**0.9**	**0.9**	**0.4**	**0.7**	**0.7**	**0.3**	**0.3**	**0.4**
Sex												
Male	0.8	1.2	0.9	0.8	1.3	1.1	0.6	0.9	0.9	0.4	0.3	0.5
Female	0.8	1.1	0.8	0.8	1.1	1.1	0.5	0.9	0.9	0.4	0.5	0.6
Race/ethnicity												
White	0.7	1.0	0.8	0.7	1.1	1.0	0.5	0.8	0.8	0.3	0.3	0.4
Black	1.5	1.3	2.2	1.3	1.2	2.1	0.9	1.0	1.8	0.8	0.5	1.0
Hispanic	2.3	1.8	1.9	1.9	1.6	1.6	2.1	1.4	1.9	1.6	0.5	1.6
Asian/ Pacific Islander	3.5	2.3	1.8	4.6	3.8	2.9	3.5	3.3	2.3	1.1	0.8	1.7
Native American/ Other	4.4	5.0	5.1	3.6	4.3	4.3	3.4	4.1	5.5	2.6	1.0	1.5
Control of high school												
Public	0.6	0.9	0.7	0.6	0.9	0.9	0.5	0.7	0.7	0.3	0.3	0.4
Catholic	2.2	2.5	1.3	2.9	3.3	2.9	1.6	2.6	2.3	1.0	1.4	1.1
Private, other	4.5	4.7	1.6	13.2	7.5	4.4	4.9	2.3	3.9	5.3	2.2	2.4
Urbanicity of high school												
Central city	1.0	1.6	1.3	1.1	1.8	1.7	0.8	1.3	1.2	0.5	0.5	0.9
Urban fringe/ large town	1.2	1.2	1.0	1.3	1.4	1.3	0.8	1.0	1.1	0.5	0.4	0.6
Rural/small town	0.8	1.5	1.0	0.8	1.6	1.3	0.6	1.2	1.1	0.5	0.5	0.4
Achievement test quartile in high school												
First (low)	1.0	1.5	1.7	0.6	1.1	0.9	0.7	1.2	1.7	0.6	0.6	0.9
Second	1.0	1.7	1.3	0.9	1.4	1.2	0.9	1.4	1.3	0.7	0.6	1.0
Third	0.9	1.5	1.0	1.0	1.6	1.4	0.7	1.3	1.4	0.6	0.6	0.6
Fourth (high)	0.7	1.0	0.7	1.0	1.5	1.2	0.6	1.1	1.0	0.4	0.5	0.4
Socioeconomic status												
Low quartile	0.9	1.3	1.5	0.7	1.1	1.0	0.6	1.0	1.3	0.6	0.4	0.7
Middle quartiles	0.7	1.1	0.8	0.7	1.2	0.9	0.6	1.0	0.9	0.4	0.4	0.5
High quartile	0.7	1.1	0.7	1.0	1.7	1.4	0.8	1.3	1.1	0.4	0.4	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

Table S9-2 Standard errors for table 9-2

Race/ethnicity and type of institution	Senior in 1972			Senior in 1980			Senior in 1992		
	Socioeconomic status			Socioeconomic status			Socioeconomic status		
	Low quartile	Middle quartiles	High quartile	Low quartile	Middle quartiles	High quartile	Low quartile	Middle quartiles	High quartile
Total	**0.9**	**0.7**	**0.7**	**1.3**	**1.1**	**1.1**	**1.5**	**0.8**	**0.7**
Race/ethnicity									
White	1.2	0.8	0.8	1.9	1.3	1.2	1.7	0.9	0.8
Black	1.6	2.2	3.3	1.5	2.1	3.0	3.2	3.2	2.9
Hispanic	2.7	4.1	7.8	2.3	2.5	3.3	3.3	2.4	2.1
Asian/Pacific Islander	7.7	5.2	0.0	6.5	3.5	1.6	4.3	3.2	1.6
Native American/Other	5.2	6.6	—	8.5	7.0	—	9.2	6.1	—
4-year	**0.7**	**0.7**	**1.0**	**1.1**	**1.2**	**1.7**	**1.0**	**0.9**	**1.4**
Race/ethnicity									
White	0.9	0.7	1.0	1.5	1.3	1.8	1.2	1.0	1.5
Black	1.6	2.6	6.2	1.6	2.0	4.3	2.4	3.0	5.0
Hispanic	2.0	3.6	7.5	1.9	2.5	4.6	1.8	2.5	5.1
Asian/Pacific Islander	8.9	6.8	6.0	8.5	4.8	4.8	7.0	4.7	3.4
Native American/Other	3.5	5.8	—	5.8	6.5	—	6.3	6.1	—
2-year	**0.6**	**0.6**	**0.8**	**1.0**	**1.0**	**1.3**	**1.3**	**0.9**	**1.1**
Race/ethnicity									
White	0.7	0.6	0.8	1.5	1.1	1.4	1.3	1.0	1.3
Black	1.0	1.7	5.9	1.3	1.5	3.4	3.8	2.0	4.0
Hispanic	2.6	3.2	7.2	1.7	2.3	4.0	2.9	2.9	3.8
Asian/Pacific Islander	5.9	5.9	6.1	6.5	4.9	4.7	4.7	3.7	3.2
Native American/Other	3.6	5.0	—	6.5	5.7	—	8.0	5.8	—
Vocational, technical, or trade school	**0.6**	**0.4**	**0.4**	**0.4**	**0.4**	**0.4**	**0.7**	**0.5**	**0.7**
Race/ethnicity									
White	0.7	0.5	0.4	0.6	0.5	0.5	0.7	0.5	0.7
Black	1.0	1.5	2.8	0.6	0.8	1.8	1.6	1.5	3.9
Hispanic	2.0	2.4	4.6	0.7	0.6	1.6	1.8	2.2	4.7
Asian/Pacific Islander	2.9	1.4	1.8	0.2	1.8	0.0	5.7	2.5	1.6
Native American/Other	3.2	4.6	—	2.2	0.0	—	2.7	2.4	—

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

Table S9-3 Standard errors for table 9-3

Race/ethnicity and type of institution	Senior in 1972				Senior in 1980				Senior in 1992			
	Achievement test quartile				Achievement test quartile				Achievement test quartile			
	First (low)	Second	Third	Fourth (high)	First (low)	Second	Third	Fourth (high)	First (low)	Second	Third	Fourth (high)
Total	**1.0**	**1.0**	**0.9**	**0.7**	**1.5**	**1.7**	**1.5**	**1.0**	**1.7**	**1.3**	**1.0**	**0.7**
Race/ethnicity												
White	1.2	1.1	1.0	0.7	2.4	2.0	1.6	1.1	2.4	1.5	1.1	0.8
Black	1.9	2.8	3.6	2.3	1.6	2.4	2.1	1.9	3.6	3.4	3.6	2.0
Hispanic	3.5	4.0	5.0	6.8	2.4	3.3	3.0	3.3	3.7	3.9	2.9	3.3
Asian/Pacific Islander	—	9.9	6.0	5.6	9.0	5.7	4.7	2.0	6.4	2.4	3.8	1.2
Native American/Other	5.6	8.2	—	—	7.5	8.1	—	—	10.1	7.8	—	—
4-year	**0.6**	**0.9**	**1.0**	**1.0**	**1.1**	**1.4**	**1.6**	**1.5**	**0.9**	**1.2**	**1.4**	**1.2**
Race/ethnicity												
White	0.6	0.9	1.0	1.0	1.7	1.7	1.8	1.6	1.1	1.4	1.6	1.3
Black	1.5	2.7	4.2	4.1	1.5	2.6	3.0	5.2	2.3	3.4	4.5	4.5
Hispanic	1.7	3.6	5.8	9.1	1.6	2.6	3.7	4.7	2.3	2.6	4.2	5.2
Asian/Pacific Islander	—	7.9	7.2	7.2	11.9	6.9	6.3	4.0	1.0	6.1	6.7	3.9
Native American/Other	3.0	5.9	—	—		7.2	—	—	5.3	7.5	—	—
2-year	**0.7**	**0.9**	**0.7**	**0.6**	**1.2**	**1.4**	**1.3**	**1.1**	**1.7**	**1.3**	**1.4**	**1.0**
Race/ethnicity												
White	0.9	0.9	0.8	0.6	1.9	1.6	1.4	1.1	2.5	1.6	1.5	1.1
Black	1.2	2.2	2.4	3.3	1.2	2.0	2.2	5.0	2.8	3.2	3.7	4.1
Hispanic	3.1	4.0	5.2	8.7	1.9	3.0	4.1	3.9	3.6	3.4	4.5	3.3
Asian/Pacific Islander	—	7.9	5.3	5.9	10.3	7.0	5.3	3.5	4.9	6.3	5.8	3.7
Native American/Other	4.0	7.1	—	—	5.8	6.9	—	—	11.8	8.1	—	—
Vocational, technical, or trade school	**0.6**	**0.7**	**0.6**	**0.4**	**0.6**	**0.6**	**0.6**	**0.5**	**0.9**	**1.0**	**0.6**	**0.4**
Race/ethnicity												
White	0.9	0.7	0.6	0.4	0.9	0.8	0.7	0.6	1.3	1.1	0.6	0.4
Black	1.1	1.7	1.8	1.5	0.6	1.1	1.5	1.4	1.6	2.5	2.5	0.6
Hispanic	2.4	2.2	3.1	3.9	0.8	1.1	0.9	1.5	2.4	3.0	1.4	1.1
Asian/Pacific Islander	—	8.5	1.4	0.0	3.1	0.0	3.1	0.0	5.3	6.4	3.0	1.6
Native American/Other	3.9	5.0	—	—	1.8	2.5	—	—	2.3	3.9	—	—

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

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Table S9-4 Standard errors for table 9-4

Selected student characteristics	Senior in 1972 Total	Senior in 1972 Male	Senior in 1972 Female	Senior in 1980 Total	Senior in 1980 Male	Senior in 1980 Female	Senior in 1992 Total	Senior in 1992 Male	Senior in 1992 Female
Total	**0.6**	**0.8**	**0.8**	**0.8**	**1.2**	**1.1**	**0.7**	**0.9**	**0.8**
Socioeconomic status									
Low quartile	0.9	1.3	1.2	1.3	2.0	1.7	1.5	2.0	1.9
Middle quartiles	0.7	1.0	0.9	1.1	1.7	1.5	0.8	1.2	1.0
High quartile	0.7	1.0	1.0	1.1	1.7	1.3	0.7	1.0	0.8
Achievement test quartile in high school									
First (low)	1.0	1.4	1.2	1.5	2.2	2.1	1.7	2.6	2.1
Second	1.0	1.4	1.3	1.7	2.6	2.2	1.3	1.9	1.6
Third	0.9	1.2	1.3	1.5	2.3	1.9	1.0	1.5	1.3
Fourth (high)	0.7	1.0	1.0	1.0	1.4	1.4	0.7	1.2	0.7
Race/ethnicity									
White	0.7	0.9	0.9	1.0	1.4	1.2	0.8	1.0	0.9
Black	1.5	2.2	1.6	1.3	2.0	1.6	2.2	3.0	2.9
Hispanic	2.3	2.5	3.8	1.8	2.3	2.3	1.9	2.8	2.7
Asian/Pacific Islander	3.5	4.2	5.5	2.3	3.2	2.8	1.8	2.4	2.4
Native American/Other	4.4	6.1	6.2	5.0	6.5	7.2	5.1	8.7	6.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

Table S9-5 Standard errors for table 9-5

Achievement test quartile and type of of institution	Senior in 1972 Total	Senior in 1972 Socioeconomic status Low quartile	Senior in 1972 Socioeconomic status Middle quartiles	Senior in 1972 Socioeconomic status High quartile	Senior in 1980 Total	Senior in 1980 Socioeconomic status Low quartile	Senior in 1980 Socioeconomic status Middle quartiles	Senior in 1980 Socioeconomic status High quartile	Senior in 1992 Total	Senior in 1992 Socioeconomic status Low quartile	Senior in 1992 Socioeconomic status Middle quartiles	Senior in 1992 Socioeconomic status High quartile
Total	**0.6**	**0.9**	**0.7**	**0.8**	**0.9**	**1.2**	**1.2**	**1.3**	**0.6**	**1.3**	**0.7**	**1.0**
Achievement test quartile in high school												
First (low)	0.9	1.1	1.3	3.3	1.3	1.5	2.1	5.6	1.3	1.8	1.8	3.9
Second	1.0	1.6	1.3	2.4	1.6	2.5	2.3	4.1	1.2	2.6	1.5	3.1
Third	0.9	1.9	1.2	1.6	1.6	3.2	2.2	3.0	0.9	2.8	1.2	1.7
Fourth (high)	0.8	3.1	1.3	0.1	1.3	3.1	1.9	1.6	1.2	3.7	1.5	1.9
4-year	**0.6**	**0.7**	**0.6**	**1.1**	**0.8**	**0.9**	**1.1**	**1.7**	**0.7**	**0.8**	**0.7**	**1.3**
Achievement test quartile in high school												
First (low)	0.5	0.7	0.7	2.0	0.8	0.9	1.4	4.8	0.8	1.1	1.0	4.8
Second	0.7	1.1	0.9	2.0	1.3	1.8	1.7	4.0	1.0	1.3	1.2	2.9
Third	1.0	1.5	1.1	1.8	1.5	2.6	2.1	3.3	1.1	2.4	1.4	2.0
Fourth (high)	1.1	2.8	1.4	1.3	1.6	3.0	2.4	2.3	1.2	3.6	1.6	1.8
2-year	**0.5**	**0.6**	**0.6**	**0.9**	**0.7**	**0.9**	**1.0**	**1.3**	**0.5**	**1.1**	**0.7**	**0.9**
Achievement test quartile in high school												
First (low)	0.6	0.7	0.9	2.6	1.1	1.2	1.6	5.0	1.4	1.5	1.6	5.9
Second	0.8	1.0	1.1	2.4	1.3	2.0	1.9	3.8	1.1	2.0	1.4	3.4
Third	0.8	1.2	1.1	1.5	1.3	2.6	1.8	2.7	1.0	1.9	1.4	1.5
Fourth (high)	0.8	2.0	1.1	1.0	1.2	2.2	1.9	1.7	0.7	2.0	1.1	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

Table S9-6 Standard errors for table 9-6

Selected characteristics	Total			4-year			2-year			Vocational, technical or trade school		
	1972	1980	1992	1972	1980	1992	1972	1980	1992	1972	1980	1992
Total	0.6	0.9	0.6	0.6	0.8	0.7	0.5	0.7	0.5	0.3	0.3	0.3
Sex												
Male	0.8	1.2	0.8	0.8	1.2	0.9	0.6	0.9	0.7	0.3	0.4	0.3
Female	0.8	1.1	0.8	0.8	1.1	0.9	0.5	0.9	0.7	0.4	0.5	0.4
Race/ethnicity												
White	0.7	1.0	0.7	0.7	1.0	0.8	0.6	0.8	0.6	0.3	0.4	0.3
Black	1.5	1.3	1.8	1.4	1.2	1.7	0.8	0.9	1.5	0.8	0.5	0.8
Hispanic	2.3	1.8	2.0	1.7	1.4	1.4	2.0	1.4	1.5	1.2	0.5	1.0
Asian/ Pacific Islander	4.1	2.5	1.9	4.6	3.9	2.6	4.1	3.9	1.8	1.2	1.0	1.4
Native American/ Other	4.2	4.4	4.9	3.5	3.3	3.6	3.2	3.4	5.2	2.1	1.3	1.2
Control of high school												
Public	0.6	0.9	0.7	0.6	0.8	0.7	0.5	0.7	0.6	0.3	0.3	0.3
Catholic	2.4	2.9	1.9	3.1	3.2	2.4	1.8	3.0	1.7	0.8	1.6	0.6
Private, other	6.6	5.6	2.3	15.8	6.0	3.3	7.6	2.5	3.1	4.6	1.7	1.8
Urbanicity of high school												
Central city	1.1	1.7	1.1	1.0	1.7	1.3	0.8	1.3	1.0	0.5	0.5	0.6
Urban fringe/ large town	1.2	1.2	1.0	1.3	1.3	1.1	0.9	1.0	0.8	0.5	0.4	0.4
Rural/small town	0.8	1.5	1.0	0.7	1.4	1.1	0.6	1.2	1.0	0.4	0.5	0.3
Achievement test quartile in high school												
First (low)	0.9	1.3	1.3	0.5	0.8	0.8	0.6	1.1	1.4	0.6	0.5	0.7
Second	1.0	1.6	1.2	0.7	1.3	1.0	0.8	1.3	1.1	0.6	0.7	0.6
Third	0.9	1.6	0.9	1.0	1.5	1.1	0.8	1.3	1.0	0.5	0.7	0.4
Fourth (high)	0.8	1.3	1.2	1.1	1.6	1.2	0.8	1.2	0.7	0.4	0.6	0.3
Socioeconomic status												
Low quartile	0.9	1.2	1.3	0.7	0.9	0.8	0.6	0.9	1.1	0.5	0.4	0.6
Middle quartiles	0.7	1.2	0.7	0.6	1.1	0.7	0.6	1.0	0.7	0.4	0.4	0.3
High quartile	0.8	1.3	1.0	1.1	1.7	1.3	0.9	1.3	0.9	0.4	0.6	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

Table S9-7 Standard errors for table 9-7

Race/ethnicity and type of institution	Senior in 1972			Senior in 1980			Senior in 1992		
	Socioeconomic status			Socioeconomic status			Socioeconomic status		
	Low quartile	Middle quartiles	High quartile	Low quartile	Middle quartiles	High quartile	Low quartile	Middle quartiles	High quartile
Total	**0.9**	**0.7**	**0.8**	**1.2**	**1.2**	**1.3**	**1.3**	**0.7**	**1.0**
Race/ethnicity									
White	1.2	0.8	0.9	1.8	1.4	1.5	1.4	0.8	1.1
Black	1.5	2.4	4.5	1.5	2.1	4.3	3.3	2.4	3.7
Hispanic	2.4	4.5	7.9	2.2	2.8	3.8	3.1	2.5	3.4
Asian/Pacific Islander	10.2	5.2	4.3	8.1	3.9	2.1	6.3	2.9	2.6
Native American/Other	5.1	6.8	—	6.6	6.5	—	7.9	5.7	—
4-year	**0.7**	**0.6**	**1.1**	**0.9**	**1.1**	**1.7**	**0.8**	**0.7**	**1.3**
Race/ethnicity									
White	0.8	0.6	1.1	1.3	1.3	1.8	1.0	0.8	1.4
Black	1.6	2.4	6.3	1.4	2.0	4.8	2.2	2.2	5.1
Hispanic	1.9	3.1	6.5	1.6	2.5	4.6	1.6	2.3	4.3
Asian/Pacific Islander	9.0	6.7	6.9	6.4	5.9	5.4	6.1	4.0	3.0
Native American/Other	3.1	5.5	—	5.4	4.4	—	5.5	4.9	—
2-year	**0.6**	**0.6**	**0.9**	**0.9**	**1.0**	**1.3**	**1.1**	**0.7**	**0.9**
Race/ethnicity									
White	0.7	0.7	0.9	1.4	1.1	1.4	1.0	0.8	1.0
Black	0.9	1.5	4.5	1.1	1.4	3.5	3.5	1.7	3.4
Hispanic	2.3	3.4	8.2	1.6	2.4	3.9	2.2	2.4	3.0
Asian/Pacific Islander	4.7	6.6	6.3	6.2	6.6	5.5	3.9	3.0	2.5
Native American/Other	3.9	5.2	—	4.6	5.5	—	7.7	5.2	—
Vocational, technical, or trade school	**0.5**	**0.4**	**0.4**	**0.4**	**0.4**	**0.6**	**0.6**	**0.3**	**0.5**
Race/ethnicity									
White	0.6	0.4	0.4	0.6	0.5	0.7	0.6	0.4	0.5
Black	1.0	1.4	2.8	0.6	0.8	1.1	1.3	0.9	2.9
Hispanic	1.5	1.9	4.3	0.7	0.6	2.6	1.7	1.2	4.0
Asian/Pacific Islander	4.1	1.3	1.8	0.4	1.6	2.3	5.1	2.2	1.2
Native American/Other	2.1	3.9	—	2.3	0.0	—	2.3	1.8	—

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

Table S9-8 Standard errors for table 9-8

Race/ethnicity and type of institution	Senior in 1972				Senior in 1980				Senior in 1992			
	Achievement test quartile				Achievement test quartile				Achievement test quartile			
	First (low)	Second	Third	Fourth (high)	First (low)	Second	Third	Fourth (high)	First (low)	Second	Third	Fourth (high)
Total	**0.9**	**1.0**	**0.9**	**0.8**	**1.3**	**1.6**	**1.6**	**1.3**	**1.3**	**1.2**	**0.9**	**1.2**
Race/ethnicity												
White	1.2	1.1	1.0	0.9	2.1	2.0	1.8	1.3	1.8	1.4	1.0	1.3
Black	1.8	3.0	3.8	4.8	1.6	2.5	3.0	3.6	2.9	3.3	3.4	4.7
Hispanic	3.3	4.1	5.9	8.6	2.2	3.3	3.6	4.1	2.9	3.9	3.6	4.0
Asian/Pacific Islander	—	9.0	6.6	5.8	10.2	6.4	5.1	2.0	5.4	6.1	4.4	2.4
Native American/Other	5.2	8.2	—	—	7.1	7.8	—	—	12.1	7.2	—	—
4-year	**0.5**	**0.7**	**1.0**	**1.1**	**0.8**	**1.3**	**1.5**	**1.6**	**0.8**	**1.0**	**1.1**	**1.2**
Race/ethnicity												
White	0.6	0.8	1.0	1.1	1.3	1.6	1.7	1.7	1.0	1.2	1.3	1.3
Black	1.5	2.9	4.5	5.8	1.4	2.4	3.4	5.4	2.1	2.7	3.5	4.9
Hispanic	1.5	3.2	6.2	9.1	1.4	2.4	3.7	5.2	1.9	2.2	4.1	4.9
Asian/Pacific Islander	—	7.5	8.1	7.4	7.1	7.2	6.4	6.1	0.9	4.7	5.3	3.4
Native American/Other	2.8	5.5	—	—	4.7	6.3	—	—	5.2	6.0	—	—
2-year	**0.6**	**0.8**	**0.8**	**0.8**	**1.1**	**1.3**	**1.3**	**1.2**	**1.4**	**1.1**	**1.0**	**0.7**
Race/ethnicity												
White	0.8	1.0	0.9	0.8	1.7	1.6	1.5	1.2	2.0	1.4	1.2	0.7
Black	1.0	2.3	2.5	3.5	1.2	1.7	2.0	3.5	2.3	2.9	2.0	1.3
Hispanic	2.8	4.0	5.4	8.3	1.7	2.7	4.2	4.3	2.6	3.0	2.8	2.7
Asian/Pacific Islander	—	8.2	8.0	6.2	9.9	7.9	6.2	5.6	4.5	5.4	4.0	3.1
Native American/Other	3.1	7.5	—	—	5.3	7.7	—	—	13.1	9.2	—	—
Vocational, technical, or trade school	**0.6**	**0.6**	**0.5**	**0.4**	**0.5**	**0.7**	**0.7**	**0.6**	**0.7**	**0.6**	**0.4**	**0.3**
Race/ethnicity												
White	0.8	0.6	0.5	0.4	0.8	0.8	0.8	0.6	1.1	0.6	0.4	0.3
Black	1.1	1.5	1.5	1.5	0.6	1.1	1.2	1.7	1.1	1.1	1.9	0.6
Hispanic	1.9	2.1	2.6	3.1	0.8	0.8	1.3	2.9	2.2	2.7	1.1	0.8
Asian/Pacific Islander	—	9.0	1.4	0.0	3.1	0.0	2.2	2.2	2.5	5.7	2.4	1.4
Native American/Other	3.7	0.0	—	—	1.8	2.6	—	—	0.0	3.6	—	—

— Not available

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

Table S9-9 Standard errors for table 9-9

Selected student characteristics	Senior in 1972			Senior in 1980			Senior in 1992		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total	**0.6**	**0.8**	**0.8**	**0.9**	**1.2**	**1.1**	**0.6**	**0.8**	**0.8**
Socioeconomic status									
Low quartile	0.9	1.2	1.2	1.2	1.9	1.6	1.3	1.7	1.8
Middle quartiles	0.7	1.0	1.0	1.2	1.8	1.5	0.7	1.1	1.0
High quartile	0.8	1.2	1.2	1.3	2.0	1.7	1.0	1.4	1.6
Achievement test quartile in high school									
First (low)	0.9	1.2	1.2	1.3	2.0	1.9	1.3	1.9	1.9
Second	1.0	1.5	1.3	1.6	2.4	2.2	1.2	1.8	1.6
Third	0.9	1.2	1.4	1.6	2.5	2.0	0.9	1.4	1.3
Fourth (high)	0.8	1.1	1.2	1.3	1.8	1.7	1.2	1.5	1.9
Race/ethnicity									
White	0.7	0.9	0.9	1.0	1.4	1.3	0.7	0.9	0.9
Black	1.5	2.0	1.8	1.3	2.1	1.7	1.8	2.2	2.7
Hispanic	2.3	2.8	3.6	1.8	2.4	2.4	2.0	3.0	2.3
Asian/Pacific Islander	4.1	4.5	6.7	2.5	3.8	3.0	1.9	2.9	3.0
Native American/Other	4.2	6.1	5.8	4.4	6.0	6.6	4.9	6.8	6.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972 (NLS-72), First Follow-up (1974); High School and Beyond (HS&B) study, Senior Cohort, Third Follow-up Survey (1986); and National Education Longitudinal Study of 1988 (NELS:88), Second (1992) and Third Follow-up (1994).

Table S10-1 Standard errors for table 10-1

October	Aged 18–24				Aged 25–34				Aged 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
2-year institutions												
1973	0.2	0.3	0.8	2.2	0.1	0.1	0.6	1.5	—	—	—	—
1974	0.3	0.3	0.9	2.4	0.1	0.1	0.7	1.3	—	—	—	—
1975	0.3	0.3	1.1	2.3	0.2	0.2	0.8	1.5	—	—	—	—
1976	0.3	0.3	1.0	2.4	0.2	0.2	0.7	1.6	0.1	0.1	0.4	0.9
1977	0.3	0.3	1.0	2.3	0.2	0.2	0.8	1.3	—	—	—	—
1978	0.3	0.3	0.9	2.1	0.1	0.1	0.6	1.3	0.1	0.1	0.4	0.8
1979	0.3	0.3	1.0	2.2	0.1	0.1	0.6	1.2	0.1	0.1	0.3	0.7
1980	0.3	0.3	1.0	2.0	0.1	0.1	0.6	1.1	0.1	0.1	0.3	0.6
1981	0.3	0.3	0.9	2.1	0.1	0.1	0.5	1.1	0.1	0.1	0.3	0.8
1982	0.3	0.3	0.9	2.2	0.1	0.1	0.6	1.1	0.1	0.1	0.3	0.6
1983	0.3	0.3	0.9	2.1	0.1	0.1	0.5	1.2	0.1	0.1	0.2	0.5
1984	0.3	0.3	1.0	1.9	0.1	0.1	0.5	1.0	0.1	0.1	0.3	0.4
1985	0.3	0.3	0.9	1.9	0.1	0.1	0.5	1.0	0.1	0.1	0.3	0.5
1986	0.3	0.3	0.9	2.0	0.1	0.1	0.4	1.0	0.1	0.1	0.3	0.4
1987	0.3	0.3	1.0	1.9	0.1	0.1	0.4	0.9	0.1	0.1	0.2	0.4
1988	0.4	0.4	1.0	2.4	0.1	0.1	0.5	1.0	0.1	0.1	0.3	0.6
1989	0.3	0.4	1.1	2.3	0.1	0.2	0.5	1.0	0.1	0.1	0.2	0.7
1990	0.3	0.4	1.1	2.1	0.1	0.2	0.5	0.9	0.1	0.1	0.2	0.6
1991	0.4	0.4	1.2	2.2	0.1	0.2	0.5	1.0	0.1	0.1	0.2	0.5
1992	0.4	0.4	1.1	2.3	0.1	0.2	0.4	0.9	0.0	0.1	0.2	0.5
1993	0.4	0.4	1.1	2.2	0.1	0.1	0.5	0.9	0.1	0.1	0.2	0.5
1994	0.3	0.4	1.1	1.9	0.1	0.2	0.5	0.9	0.1	0.1	0.2	0.5
1995	0.4	0.4	1.1	1.9	0.1	0.2	0.5	0.8	0.0	0.0	0.2	0.5
4-year institutions												
1973	0.4	0.4	1.2	2.5	0.1	0.1	0.6	1.2	—	—	—	—
1974	0.4	0.4	1.3	2.2	0.1	0.1	0.6	1.0	—	—	—	—
1975	0.4	0.4	1.3	2.5	0.1	0.1	0.6	1.0	—	—	—	—
1976	0.4	0.5	1.5	2.7	0.2	0.2	0.9	1.2	0.1	0.1	0.5	0.8
1977	0.4	0.4	1.4	2.5	0.2	0.2	0.9	1.6	—	—	—	—
1978	0.4	0.4	1.4	2.3	0.2	0.2	0.8	1.4	0.1	0.1	0.4	0.9
1979	0.4	0.4	1.4	2.3	0.2	0.2	0.7	1.5	0.1	0.1	0.4	0.6
1980	0.4	0.4	1.3	2.3	0.2	0.2	0.7	1.2	0.1	0.1	0.4	0.7
1981	0.4	0.4	1.3	2.1	0.2	0.2	0.7	1.2	0.1	0.1	0.4	0.6
1982	0.4	0.5	1.4	2.1	0.2	0.2	0.7	1.1	0.1	0.1	0.4	0.7
1983	0.4	0.5	1.3	2.4	0.2	0.2	0.6	1.1	0.1	0.1	0.4	0.7
1984	0.4	0.5	1.2	2.3	0.2	0.2	0.6	1.3	0.1	0.1	0.3	0.4
1985	0.4	0.5	1.2	2.2	0.2	0.2	0.6	1.2	0.1	0.1	0.3	0.7
1986	0.4	0.5	1.4	2.2	0.2	0.2	0.6	1.2	0.1	0.1	0.3	0.7
1987	0.5	0.5	1.4	2.1	0.2	0.2	0.6	1.1	0.1	0.1	0.3	0.5
1988	0.5	0.6	1.5	2.7	0.2	0.2	0.6	1.2	0.1	0.1	0.3	0.7
1989	0.5	0.6	1.5	2.5	0.2	0.2	0.6	1.1	0.1	0.1	0.3	0.6
1990	0.5	0.6	1.5	2.2	0.2	0.2	0.5	0.9	0.1	0.1	0.3	0.6
1991	0.5	0.6	1.4	2.4	0.2	0.2	0.6	1.1	0.1	0.1	0.3	0.5
1992	0.5	0.6	1.5	2.4	0.2	0.2	0.6	1.0	0.1	0.1	0.3	0.5
1993	0.5	0.6	1.5	2.3	0.2	0.2	0.6	1.0	0.1	0.1	0.3	0.5
1994	0.5	0.6	1.5	2.3	0.2	0.2	0.7	1.1	0.1	0.1	0.3	0.6
1995	0.5	0.6	1.5	2.3	0.2	0.2	0.6	1.0	0.1	0.1	0.3	0.5

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

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Table S10-2 Standard errors for table 10-2

	Aged 18-24				Aged 25-34				Aged 35 or older			
October	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
					Full-time							
1972	0.5	0.5	1.5	3.0	0.2	0.2	0.7	1.3	—	—	—	—
1973	0.4	0.5	1.5	3.2	0.2	0.2	0.8	1.4	—	—	—	—
1974	0.4	0.5	1.5	3.0	0.2	0.2	0.7	1.4	—	—	—	—
1975	0.4	0.5	1.6	3.1	0.2	0.2	0.9	1.4	—	—	—	—
1976	0.4	0.5	1.6	3.0	0.2	0.2	0.8	1.3	*0.0	*0.0	0.3	0.6
1977	0.4	0.5	1.5	2.9	0.2	0.2	0.9	1.3	—	—	—	—
1978	0.4	0.5	1.5	2.5	0.2	0.2	0.7	1.2	*0.0	*0.0	0.3	0.4
1979	0.4	0.5	1.5	2.7	0.1	0.2	0.6	1.4	*0.0	*0.0	0.3	0.5
1980	0.4	0.5	1.4	2.6	0.1	0.1	0.6	1.1	*0.0	*0.0	0.2	0.5
1981	0.4	0.5	1.4	2.5	0.1	0.1	0.6	1.0	*0.0	*0.0	0.3	0.6
1982	0.4	0.5	1.4	2.5	0.2	0.2	0.6	1.1	*0.0	*0.0	0.3	0.1
1983	0.4	0.5	1.4	2.7	0.2	0.2	0.6	1.1	*0.0	*0.0	0.2	0.3
1984	0.5	0.5	1.4	2.6	0.2	0.2	0.5	1.1	*0.0	*0.0	0.2	0.3
1985	0.5	0.5	1.4	2.5	0.1	0.2	0.5	1.0	*0.0	*0.0	0.2	0.4
1986	0.5	0.5	1.4	2.4	0.1	0.1	0.5	1.0	*0.0	*0.0	0.2	0.5
1987	0.5	0.6	1.5	2.3	0.1	0.1	0.5	0.9	*0.0	*0.0	0.2	0.3
1988	0.5	0.6	1.6	3.0	0.2	0.2	0.5	0.9	*0.0	*0.0	0.2	0.4
1989	0.5	0.6	1.7	2.8	0.2	0.2	0.4	0.9	*0.0	*0.0	0.2	0.5
1990	0.5	0.6	1.6	2.5	0.2	0.2	0.5	0.7	*0.0	*0.0	0.2	0.4
1991	0.5	0.6	1.6	2.7	0.2	0.2	0.5	1.0	*0.0	*0.0	0.2	0.3
1992	0.5	0.6	1.6	2.7	0.2	0.2	0.5	0.7	*0.0	*0.0	0.2	0.4
1993	0.5	0.6	1.6	2.6	0.2	0.2	0.5	0.9	*0.0	*0.0	0.2	0.3
1994	0.5	0.6	1.6	2.3	0.2	0.2	0.5	0.9	*0.0	*0.0	0.2	0.4
1995	0.5	0.6	1.6	2.4	0.2	0.2	0.6	0.8	*0.0	*0.0	0.2	0.3
					Part-time							
1972	0.2	0.2	0.8	1.7	0.2	0.2	0.9	1.6	—	—	—	—
1973	0.2	0.2	0.7	1.7	0.2	0.2	0.7	2.2	—	—	—	—
1974	0.2	0.2	0.7	1.8	0.2	0.2	0.9	1.8	—	—	—	—
1975	0.2	0.2	0.8	1.8	0.2	0.2	0.8	1.6	—	—	—	—
1976	0.2	0.2	0.7	1.7	0.2	0.2	0.8	1.6	0.1	0.1	0.5	1.1
1977	0.2	0.2	0.8	1.5	0.2	0.2	0.9	1.6	—	—	—	—
1978	0.2	0.2	0.7	1.8	0.2	0.2	0.8	1.5	0.1	0.1	0.5	1.1
1979	0.2	0.2	0.7	1.5	0.2	0.2	0.7	1.4	0.1	0.1	0.4	0.8
1980	0.2	0.2	0.7	1.6	0.2	0.2	0.7	1.2	0.1	0.1	0.4	0.8
1981	0.2	0.2	0.7	1.3	0.2	0.2	0.7	1.3	0.1	0.1	0.4	0.8
1982	0.2	0.3	0.7	1.8	0.2	0.2	0.7	1.2	0.1	0.1	0.4	0.9
1983	0.2	0.3	0.7	1.8	0.2	0.2	0.6	1.2	0.1	0.1	0.4	0.8
1984	0.2	0.3	0.8	1.5	0.2	0.2	0.6	1.2	0.1	0.1	0.4	0.6
1985	0.2	0.3	0.7	1.4	0.2	0.2	0.5	1.3	0.1	0.1	0.4	0.8
1986	0.2	0.3	0.7	1.6	0.2	0.2	0.5	1.2	0.1	0.1	0.4	0.7
1987	0.3	0.3	0.8	1.6	0.2	0.2	0.6	1.1	0.1	0.1	0.3	0.6
1988	0.3	0.3	0.7	2.0	0.2	0.2	0.6	1.3	0.1	0.1	0.4	0.9
1989	0.3	0.3	0.8	1.8	0.2	0.2	0.6	1.2	0.1	0.1	0.3	0.8
1990	0.3	0.3	0.9	1.6	0.2	0.2	0.5	1.1	0.1	0.1	0.3	0.7
1991	0.3	0.3	0.7	1.7	0.2	0.2	0.6	1.1	0.1	0.1	0.3	0.6
1992	0.3	0.3	0.8	1.8	0.2	0.2	0.5	1.1	0.1	0.1	0.3	0.6
1993	0.3	0.3	0.8	1.6	0.2	0.2	0.6	1.0	0.1	0.1	0.3	0.6
1994	0.3	0.3	0.8	1.8	0.2	0.2	0.7	1.1	0.1	0.1	0.3	0.6
1995	0.3	0.3	0.9	1.6	0.2	0.2	0.6	1.0	0.1	0.1	0.3	0.6

— Not available.

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S10-3 Standard errors for table 10-3

October	Aged 18-24				Aged 25-34				Aged 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
Undergraduates												
1972	0.5	0.5	1.6	3.2	0.2	0.2	0.9	1.9	—	—	—	—
1973	0.4	0.5	1.5	3.3	0.2	0.2	0.9	1.9	—	—	—	—
1974	0.4	0.5	1.5	3.1	0.2	0.2	1.0	1.8	—	—	—	—
1975	0.4	0.5	1.7	3.2	0.2	0.2	1.0	2.0	—	—	—	—
1976	0.4	0.5	1.6	3.2	0.2	0.2	1.0	1.8	0.1	0.1	0.5	1.1
1977	0.4	0.5	1.6	3.1	0.2	0.2	1.0	1.8	—	—	—	—
1978	0.4	0.5	1.6	2.8	0.2	0.2	0.9	1.6	0.1	0.1	0.5	0.9
1979	0.4	0.5	1.6	2.9	0.2	0.2	0.8	1.7	0.1	0.1	0.4	0.8
1980	0.4	0.5	1.5	2.8	0.2	0.2	0.8	1.4	0.1	0.1	0.4	0.8
1981	0.4	0.5	1.4	2.6	0.2	0.2	0.7	1.4	0.1	0.1	0.4	0.9
1982	0.5	0.5	1.5	2.8	0.2	0.2	0.8	1.4	0.1	0.1	0.4	0.8
1983	0.5	0.5	1.5	2.9	0.2	0.2	0.7	1.4	0.1	0.1	0.4	0.8
1984	0.5	0.5	1.4	2.7	0.2	0.2	0.7	1.4	0.1	0.1	0.3	0.4
1985	0.5	0.5	1.5	2.7	0.2	0.2	0.7	1.3	0.1	0.1	0.3	0.7
1986	0.5	0.5	1.5	2.7	0.2	0.2	0.7	1.3	0.1	0.1	0.4	0.7
1987	0.5	0.6	1.5	2.6	0.2	0.2	0.7	1.2	0.1	0.1	0.3	0.6
1988	0.6	0.6	1.7	3.3	0.2	0.2	0.7	1.3	0.1	0.1	0.4	0.8
1989	0.6	0.6	1.7	3.1	0.2	0.2	0.6	1.3	0.1	0.1	0.3	0.8
1990	0.5	0.6	1.6	2.8	0.2	0.2	0.6	1.1	0.1	0.1	0.3	0.7
1991	0.5	0.6	1.7	2.9	0.2	0.2	0.7	1.3	0.1	0.1	0.3	0.6
1992	0.5	0.6	1.7	2.9	0.2	0.2	0.6	1.3	0.1	0.1	0.3	0.6
1993	0.6	0.6	1.7	2.8	0.2	0.2	0.7	1.2	0.1	0.1	0.3	0.6
1994	0.5	0.6	1.7	2.7	0.2	0.2	0.7	1.2	0.1	0.1	0.3	0.7
1995	0.6	0.7	1.7	2.6	0.2	0.2	0.7	1.1	0.1	0.1	0.3	0.6
Graduates												
1972	0.2	0.2	0.5	0.9	0.2	0.2	0.7	0.9	—	—	—	—
1973	0.2	0.2	0.4	1.0	0.2	0.2	0.5	1.6	—	—	—	—
1974	0.2	0.2	0.4	0.8	0.2	0.2	0.6	1.4	—	—	—	—
1975	0.2	0.2	0.4	1.0	0.2	0.2	0.5	0.8	—	—	—	—
1976	0.2	0.2	0.5	1.0	0.2	0.2	0.6	0.9	0.1	0.1	0.3	0.4
1977	0.2	0.2	0.4	0.8	0.2	0.2	0.6	1.2	—	—	—	—
1978	0.2	0.2	0.4	0.9	0.2	0.2	0.5	1.0	0.1	0.1	0.3	0.7
1979	0.1	0.2	0.4	0.6	0.2	0.2	0.5	1.0	0.1	0.1	0.3	0.4
1980	0.2	0.2	0.4	0.6	0.2	0.2	0.5	0.9	0.1	0.1	0.3	0.4
1981	0.1	0.2	0.4	0.8	0.1	0.2	0.5	0.9	0.1	0.1	0.3	0.3
1982	0.2	0.2	0.4	0.6	0.2	0.2	0.5	0.9	0.1	0.1	0.3	0.5
1983	0.2	0.2	0.4	0.8	0.2	0.2	0.4	0.8	0.1	0.1	0.3	0.4
1984	0.2	0.2	0.4	0.8	0.1	0.2	0.4	0.8	0.1	0.1	0.2	0.5
1985	0.2	0.2	0.3	0.8	0.1	0.2	0.4	0.9	0.1	0.1	0.2	0.5
1986	0.2	0.2	0.4	0.6	0.1	0.2	0.3	0.8	0.1	0.1	0.2	0.5
1987	0.2	0.2	0.5	0.6	0.1	0.2	0.4	0.7	0.1	0.1	0.2	0.4
1988	0.2	0.2	0.5	0.6	0.1	0.2	0.4	0.8	0.1	0.1	0.2	0.6
1989	0.2	0.2	0.5	0.7	0.2	0.2	0.3	0.6	0.1	0.1	0.2	0.5
1990	0.2	0.2	0.5	0.4	0.1	0.2	0.3	0.7	0.1	0.1	0.2	0.4
1991	0.2	0.2	0.4	0.6	0.1	0.2	0.4	0.7	0.1	0.1	0.2	0.4
1992	0.2	0.2	0.4	0.6	0.1	0.2	0.3	0.5	*0.0	0.1	0.2	0.3
1993	0.2	0.2	0.3	0.5	0.1	0.2	0.4	0.7	*0.0	0.1	0.2	0.3
1994	0.2	0.2	0.4	0.6	0.1	0.2	0.4	0.7	*0.0	0.1	0.2	0.4
1995	0.2	0.2	0.5	0.7	0.2	0.2	0.4	0.5	0.1	0.1	0.2	0.3

* Standard errors less than 0.05 are rounded to 0.0.

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S10-4 Standard errors for table 10-4

October	Aged 18–24				Aged 25–34				Aged 35 or older			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1972	0.5	0.5	1.7	3.3	0.3	0.3	1.1	2.0	—	—	—	—
1973	0.5	0.5	1.6	3.4	0.3	0.3	1.0	2.4	—	—	—	—
1974	0.5	0.5	1.6	3.2	0.3	0.3	1.1	2.2	—	—	—	—
1975	0.5	0.5	1.7	3.3	0.3	0.3	1.1	2.1	—	—	—	—
1976	0.5	0.5	1.7	3.2	0.3	0.3	1.1	2.0	0.1	0.1	0.6	1.2
1977	0.5	0.5	1.6	3.1	0.3	0.3	1.2	2.1	—	—	—	—
1978	0.4	0.5	1.6	2.9	0.2	0.3	1.0	1.8	0.1	0.1	0.6	1.2
1979	0.4	0.5	1.6	2.9	0.2	0.3	0.9	1.9	0.1	0.1	0.5	0.9
1980	0.4	0.5	1.5	2.8	0.2	0.3	0.9	1.6	0.1	0.1	0.5	0.9
1981	0.4	0.5	1.5	2.7	0.2	0.2	0.9	1.6	0.1	0.1	0.5	1.0
1982	0.5	0.5	1.5	2.8	0.2	0.3	0.9	1.6	0.1	0.1	0.5	0.9
1983	0.5	0.5	1.5	2.9	0.2	0.3	0.8	1.6	0.1	0.1	0.4	0.9
1984	0.5	0.5	1.5	2.8	0.2	0.3	0.8	1.6	0.1	0.1	0.4	0.6
1985	0.5	0.5	1.5	2.8	0.2	0.3	0.7	1.6	0.1	0.1	0.4	0.9
1986	0.5	0.6	1.5	2.7	0.2	0.2	0.8	1.5	0.1	0.1	0.4	0.8
1987	0.5	0.6	1.5	2.6	0.2	0.2	0.7	1.4	0.1	0.1	0.4	0.7
1988	0.6	0.6	1.7	3.3	0.2	0.3	0.8	1.5	0.1	0.1	0.4	0.9
1989	0.6	0.7	1.7	3.1	0.2	0.3	0.7	1.5	0.1	0.1	0.3	0.9
1990	0.5	0.6	1.7	2.8	0.2	0.3	0.7	1.3	0.1	0.1	0.4	0.8
1991	0.6	0.6	1.7	2.9	0.2	0.3	0.8	1.4	0.1	0.1	0.4	0.7
1992	0.6	0.6	1.7	2.9	0.2	0.3	0.7	1.4	0.1	0.1	0.3	0.7
1993	0.6	0.6	1.7	2.8	0.2	0.3	0.8	1.4	0.1	0.1	0.4	0.7
1994	0.6	0.6	1.7	2.7	0.2	0.3	0.8	1.4	0.1	0.1	0.4	0.8
1995	0.6	0.7	1.7	2.6	0.2	0.3	0.8	1.2	0.1	0.1	0.4	0.7

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S11-1 Standard errors for table 11-1

	Completed a degree				Did not complete a degree					
	Highest degree completed			Total	Total	Number of months enrolled				Average
Selected characteristics	Bachelor's	Associate's	Certificate	any degree	no degree	Less than 9 months	9-18 months	19-27 months	28 months or more	months enrolled
Total	**1.3**	**1.8**	**1.6**	**2.5**	**2.5**	**1.7**	**2.2**	**1.4**	**1.9**	**0.9**
Sex										
Male	1.8	2.5	2.6	3.5	3.5	2.5	2.8	2.3	3.1	1.5
Female	1.8	2.9	2.0	3.4	3.4	2.2	2.9	1.8	2.1	1.1
Age as of 12/31/89										
18 years or younger	2.6	3.1	2.0	3.6	3.6	1.9	2.4	2.0	2.7	1.7
19 years	1.2	4.9	3.9	5.3	5.3	4.2	3.9	2.8	4.3	2.2
20 years or older	0.9	2.4	3.0	3.7	3.7	3.4	4.2	2.8	3.0	1.4
Race/ethnicity										
American Indian/Alaskan Native	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—
Black	3.3	5.2	5.8	6.9	6.9	6.8	6.7	4.6	4.6	3.0
Hispanic	4.5	7.3	5.7	9.0	9.0	1.9	7.5	7.1	8.2	—
White	1.3	2.1	1.8	2.8	2.8	2.0	2.3	1.5	2.1	1.0
Marital status in 1989-90										
Never married	1.7	2.1	1.8	2.7	2.7	1.8	2.0	1.6	2.3	1.1
Married	1.9	4.3	4.1	5.8	5.8	4.5	6.3	3.5	4.1	2.0
Divorced/separated/widowed	0.0	1.7	9.1	9.0	9.0	10.0	8.3	7.8	5.7	—
Number of children in 1989-90										
None	1.6	2.1	1.7	2.7	2.7	1.8	2.3	1.6	2.2	1.1
One	0.5	5.8	8.1	8.5	8.5	7.0	9.2	2.9	5.1	—
Two	1.2	5.8	7.0	8.7	8.7	5.1	11.0	6.7	6.9	—
Three or more	—	—	—	—	—	—	—	—	—	—
Socioeconomic status										
Lowest quartile	1.5	4.0	4.2	5.9	5.9	4.6	5.8	2.6	4.2	2.1
Middle two quartiles	1.5	2.4	2.2	3.5	3.5	2.2	2.5	2.2	2.8	1.3
Highest quartile	3.2	3.7	2.9	4.2	4.2	3.0	3.5	2.5	3.3	1.9
Income										
Dependent										
Less than $20,000	3.1	4.3	3.6	5.6	5.6	4.3	5.0	2.7	4.3	2.4
20,000-39,999	2.9	4.1	3.5	5.3	5.3	3.9	3.2	3.4	3.6	2.2
40,000-59,999	3.8	5.6	3.9	5.8	5.8	3.3	4.4	2.8	5.4	2.6
60,000 or more	4.3	6.3	2.7	7.2	7.2	3.0	6.5	5.9	7.2	3.5
Independent	0.9	2.7	3.1	4.0	4.0	3.5	4.2	2.6	3.8	1.6
Parental educational attainment										
Less than high school	1.6	4.7	5.2	6.6	6.6	5.3	7.3	4.9	5.5	2.5
High school graduate	2.0	2.8	2.6	3.7	3.7	2.9	3.0	2.5	2.8	1.5
Some postsecondary	3.0	4.1	2.8	5.3	5.3	3.5	5.0	3.4	4.4	2.0
Bachelor's degree	2.7	6.6	6.1	7.0	7.0	4.3	4.9	2.1	4.7	3.1
Advanced degree	5.0	6.5	2.1	6.6	6.6	3.3	6.0	3.3	6.4	3.6

Table S11-1 Standard errors for table 11-1—Continued

	Completed a degree				Did not complete a degree					
	Highest degree completed			Total	Total	Number of months enrolled				Average
Selected characteristics	Bach-elor's	Asso-ciate's	Certi-ficate	any degree	no degree	Less than 9 months	9–18 months	19–27 months	28 months or more	months enrolled
High school diploma or equivalency status										
High school diploma	1.4	1.9	1.7	2.5	2.5	1.8	2.0	1.5	2.1	1.0
GED/Equivalency certificate	1.6	4.6	5.9	7.2	7.2	5.5	9.0	3.5	3.5	1.8
None	—	—	—	—	—	—	—	—	—	—
Diploma/delayed entry status										
Diploma, did not delay	2.1	2.5	2.0	3.1	3.1	1.8	2.3	1.7	2.6	1.6
Diploma, delayed entry	0.8	2.6	2.9	3.7	3.7	3.7	3.9	3.0	3.5	1.4
No diploma	1.6	4.6	5.9	7.2	7.2	5.5	9.0	3.5	3.5	1.8
Expected educational attainment										
Less than 2 years of postsecondary education	1.2	6.7	6.2	8.4	8.4	8.4	9.7	2.1	9.0	5.4
2 to 3 years of postsecondary education	1.5	3.9	4.0	5.2	5.2	3.2	4.0	3.0	5.0	1.8
Bachelor's degree or higher	1.8	2.3	2.0	3.0	3.0	2.0	2.7	1.9	2.2	1.2
Enrollment status, first term										
Full-time	2.1	2.7	1.9	3.2	3.2	1.6	2.2	2.1	2.2	1.2
Less than full-time	1.3	3.1	2.8	3.7	3.7	3.5	3.7	2.1	3.2	1.4
Enrollment status in 1989–90										
Exclusively part-time	1.1	3.7	3.5	5.1	5.1	4.0	4.6	3.3	4.4	1.7
Mixed	3.5	7.0	4.9	7.7	7.7	0.0	6.9	3.5	6.0	—
Exclusively full-time	2.2	2.7	2.2	3.4	3.4	1.8	2.2	2.0	2.7	1.4
Field of study in 1989–90										
Humanities and social sciences	3.5	5.4	3.4	6.1	6.1	3.6	4.6	3.4	5.1	3.3
Physical and life sciences	—	—	—	—	—	—	—	—	—	—
Engineering, math, and computers	2.3	5.1	5.3	6.9	6.9	5.4	6.1	2.2	6.1	2.9
Education	8.8	10.7	4.3	10.6	10.6	5.4	2.4	9.4	4.3	—
Business and management	2.4	3.5	2.8	4.1	4.1	2.4	3.9	3.3	3.6	1.6
Health	3.3	7.7	8.4	9.4	9.4	0.0	6.7	6.4	6.5	—
Vocational/technical	2.8	5.0	4.3	6.7	6.7	4.6	4.8	4.5	6.3	2.1
Employed while enrolled										
None	2.2	6.8	7.1	8.9	8.9	8.4	6.1	6.1	3.4	1.9
1–50 percent	2.9	4.6	5.0	5.0	5.0	2.0	3.6	2.3	3.8	2.5
More than 50 percent	1.6	2.1	1.7	2.9	2.9	2.1	2.7	1.7	2.4	1.1
Hours worked per week while enrolled										
None	2.3	4.1	5.1	5.9	5.9	4.0	3.4	4.3	3.6	1.6
1–20 hours	3.4	4.4	4.0	5.6	5.6	2.3	4.0	2.5	4.5	2.6
More than 20 hours	1.5	2.5	1.9	3.0	3.0	2.3	3.1	1.7	2.4	1.1

Table S11-1 Standard errors for table 11-1—Continued

	Completed a degree				Did not complete a degree					
	Highest degree completed			Total	Total	Number of months enrolled				Average
Selected characteristics	Bachelor's	Associate's	Certificate	any degree	no degree	Less than 9 months	9-18 months	19-27 months	28 months or more	months enrolled
Received financial aid in 1989-90										
No	1.5	2.4	2.3	3.3	3.3	2.4	3.0	1.9	2.3	1.1
Yes	1.9	3.0	2.4	3.4	3.4	2.0	2.8	1.9	3.1	1.6
Received grant in 1989-90										
No	1.4	2.2	2.1	3.1	3.1	2.3	2.9	1.8	2.2	1.0
Yes	2.1	3.2	2.6	3.6	3.6	1.8	3.1	2.0	3.5	1.8
Received loan in 1989-90										
No	1.4	2.0	1.8	2.8	2.8	1.9	2.4	1.6	2.1	1.0
Yes	2.4	4.5	2.9	5.0	5.0	2.5	5.4	2.0	3.9	1.4
Grade point average in 1989-90										
Below 2.75	1.8	2.7	2.6	3.8	3.8	2.6	2.6	2.5	3.1	1.4
2.75 to 3.24	3.4	5.0	2.7	5.6	5.6	4.3	5.2	3.5	4.5	2.4
3.25 or higher	3.4	5.1	4.2	5.6	5.6	3.2	4.4	2.5	4.1	2.3
Academic integration in 1989-90										
Low	1.6	4.2	4.0	5.8	5.8	7.4	6.5	0.5	6.7	2.8
Moderate	2.3	3.0	2.6	4.1	4.1	2.7	3.5	2.5	2.4	1.4
High	1.8	2.9	2.4	3.6	3.6	2.1	2.8	2.2	3.0	1.5
Social integration in 1989-90										
Low	1.7	3.2	3.2	4.3	4.3	4.7	4.6	3.3	4.1	1.8
Moderate	1.7	2.8	2.1	2.9	2.9	1.9	2.5	2.1	2.4	1.2
High	3.3	4.3	3.2	5.8	5.8	2.8	4.1	2.4	4.4	2.5
Self rating of academic ability										
Above average	3.3	4.0	3.4	4.2	4.2	3.1	2.9	2.1	3.6	2.4
Average or below	1.3	2.0	1.8	2.8	2.8	2.2	2.7	1.7	2.1	1.0

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

Table S11-2 Standard errors for table 11-2

	Completed a degree				Did not complete a degree					
	Highest degree completed			Total	Total	Number of months enrolled				Average
Selected characteristics	Bachelor's	Associate's	Certificate	any degree	no degree	Less than 9 months	9–18 months	19–27 months	28 months or more	months enrolled
Total	**0.2**	**1.1**	**2.9**	**2.8**	**2.8**	**2.3**	**2.2**	**1.3**	**0.9**	**0.8**
Sex										
Male	0.2	1.3	4.4	4.4	4.4	4.3	2.8	2.1	1.0	0.9
Female	0.3	1.6	3.7	3.6	3.6	2.5	3.3	1.7	1.3	1.2
Age as of 12/31/89										
18 years or younger	0.5	3.3	5.5	5.6	5.6	4.3	4.3	3.5	2.2	1.9
19 years	0.3	1.7	6.7	6.4	6.4	4.4	4.8	2.5	1.1	1.5
20 years or older	0.2	0.9	3.5	3.5	3.5	3.2	2.6	1.3	1.1	1.0
Race/ethnicity										
American Indian/Alaskan Native	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—
Black	0.6	0.9	6.4	6.5	6.5	4.7	6.6	2.2	3.2	2.3
Hispanic	1.3	0.8	9.5	9.6	9.6	5.3	1.7	9.5	1.2	3.3
White	0.2	1.5	3.5	3.3	3.3	2.9	2.7	1.3	0.8	0.7
Marital status in 1989–90										
Never married	0.3	1.7	3.8	3.7	3.7	2.9	2.8	2.0	1.1	1.1
Married	0.3	0.7	5.7	5.7	5.7	5.2	4.5	1.3	2.5	2.1
Divorced/separated/widowed	0.0	1.9	6.2	6.3	6.3	5.7	5.5	1.5	0.3	1.2
Number of children in 1989–90										
None	0.2	1.8	3.9	3.9	3.9	3.1	3.2	2.0	1.1	1.1
One	0.5	1.3	6.3	6.3	6.3	5.0	4.1	2.7	3.3	2.8
Two	0.0	1.0	6.8	6.9	6.9	6.9	4.7	2.5	0.9	1.1
Three or more	1.4	1.7	9.1	9.0	9.0	6.7	8.9	0.7	5.1	—
Socioeconomic status										
Lowest quartile	0.3	0.5	4.1	4.2	4.2	4.2	3.3	2.3	1.8	1.5
Middle two quartiles	0.2	1.7	4.0	3.7	3.7	3.0	2.6	1.7	1.2	1.2
Highest quartile	0.6	4.7	7.5	7.6	7.6	4.8	7.2	4.2	0.8	1.4
Income										
Dependent										
Less than $20,000	0.0	4.7	6.9	6.7	6.7	5.7	4.7	0.8	0.9	1.3
20,000–39,999	0.7	2.0	7.0	7.2	7.2	6.6	4.5	6.2	3.2	2.9
40,000–59,999	0.7	5.7	10.4	10.2	10.2	1.8	9.9	1.1	5.5	—
60,000 or more	0.0	7.6	13.0	13.3	13.3	1.2	13.3	7.9	0.0	—
Independent	0.3	1.0	3.4	3.4	3.4	3.1	2.5	1.4	1.1	1.0
Parental educational attainment										
Less than high school	0.5	0.7	6.0	6.0	6.0	6.2	3.1	2.3	3.0	2.4
High school graduate	0.3	0.7	4.6	4.5	4.5	3.5	3.3	2.7	1.3	1.6
Some postsecondary	0.2	4.1	6.6	6.0	6.0	4.3	5.5	0.8	2.1	1.4
Bachelor's degree	1.3	3.1	7.6	8.5	8.5	9.3	9.0	4.6	2.0	—
Advanced degree	1.2	14.1	13.5	11.7	11.7	4.1	2.6	11.1	0.7	—

Table S11-2 Standard errors for table 11-2—Continued

	Completed a degree				Did not complete a degree					
	Highest degree completed			Total	Total	Number of months enrolled				Average
Selected characteristics	Bachelor's	Associate's	Certificate	any degree	no degree	Less than 9 months	9-18 months	19-27 months	28 months or more	months enrolled
High school diploma or equivalency status										
High school diploma	0.2	1.3	3.2	3.1	3.1	2.6	2.2	1.5	1.1	1.0
GED/Equivalency certificate	0.6	1.5	6.0	6.2	6.2	5.2	5.4	2.6	0.7	0.8
None	—	—	—	—	—	—	—	—	—	—
Diploma/delayed entry status										
Diploma, did not delay	0.4	3.0	5.3	5.2	5.2	3.7	3.9	3.1	2.0	1.9
Diploma, delayed entry	0.2	1.1	4.0	3.9	3.9	3.4	2.8	1.4	1.2	1.2
No diploma	0.6	1.1	5.9	6.0	6.0	5.1	5.3	2.5	0.7	0.8
Expected educational attainment										
Less than 2 years of postsecondary education	0.3	0.5	4.0	4.0	4.0	3.5	2.6	2.7	0.4	1.1
2 to 3 years of postsecondary education	0.2	2.1	6.1	6.5	6.5	5.6	4.3	2.3	2.9	2.4
Bachelor's degree or higher	0.5	3.0	4.5	4.9	4.9	3.6	4.6	1.7	2.1	1.4
Level of first institution										
2-year	0.1	2.1	4.9	4.8	4.8	4.2	4.1	2.4	1.9	1.4
Less-than-2-year	0.3	1.0	3.1	3.0	3.0	2.2	1.8	1.1	0.5	0.6
Enrollment status, first term										
Full-time	0.3	1.2	3.0	3.0	3.0	2.5	1.9	0.8	0.8	0.7
Less than full-time	0.0	2.3	6.2	6.1	6.1	5.2	5.6	3.3	2.3	1.7
Enrollment status in 1989–90										
Exclusively part-time	0.3	0.2	6.3	6.3	6.3	5.6	4.5	4.1	2.3	1.7
Mixed	—	—	—	—	—	—	—	—	—	—
Exclusively full-time	0.3	1.8	3.7	3.3	3.3	2.7	2.3	1.1	1.2	1.1
Field of study in 1989–90										
Humanities and social sciences	—	—	—	—	—	—	—	—	—	—
Physical and life sciences	—	—	—	—	—	—	—	—	—	—
Engineering, math, and computers	0.0	6.0	9.9	9.9	9.9	6.1	9.6	0.0	0.9	—
Education	—	—	—	—	—	—	—	—	—	—
Business and management	0.5	1.8	5.8	5.7	5.7	3.4	4.4	3.8	2.6	2.6
Health	9.3	4.5	9.5	10.0	10.0	6.0	9.5	3.2	6.2	—
Vocational/technical	0.0	0.8	4.4	4.3	4.3	3.6	2.7	1.4	0.4	1.1
Employed while enrolled										
None	0.0	0.6	5.3	5.3	5.3	4.5	4.0	0.8	0.4	0.6
1–50 percent	0.6	1.4	5.3	5.2	5.2	3.0	3.1	3.4	0.8	1.4
More than 50 percent	0.2	1.9	3.7	3.8	3.8	3.4	3.3	1.9	1.5	1.2
Hours worked per week while enrolled										
None	0.4	0.5	4.3	4.3	4.3	3.4	2.9	0.6	1.5	1.6
1–20 hours	0.6	1.2	6.3	6.4	6.4	3.7	5.7	0.5	0.7	1.2
More than 20 hours	0.2	1.9	3.6	3.7	3.7	3.5	3.2	2.2	1.3	1.1

Table S11-2 Standard errors for table 11-2—Continued

	Completed a degree				Did not complete a degree					
	Highest degree completed			Total	Total	Number of months enrolled				Average
Selected characteristics	Bachelor's	Associate's	Certificate	any degree	no degree	Less than 9 months	9-18 months	19-27 months	28 months or more	months enrolled
Received financial aid in 1989-90										
No	0.2	2.2	4.9	4.9	4.9	4.6	4.1	2.6	1.4	1.2
Yes	0.3	0.9	2.8	2.8	2.8	2.1	2.1	0.9	1.2	1.2
Received grant in 1989-90										
No	0.2	1.9	4.0	4.1	4.1	3.6	3.3	2.1	1.1	1.0
Yes	0.3	0.7	3.3	3.3	3.3	2.3	2.6	1.1	1.5	1.4
Received loan in 1989-90										
No	0.2	1.5	3.8	3.8	3.8	3.1	3.0	1.8	1.3	1.1
Yes	0.3	0.8	2.9	2.8	2.8	2.0	2.3	0.5	0.5	0.5
Grade point average in 1989-90										
Below 2.75	0.2	2.2	6.5	6.5	6.5	4.3	5.5	4.9	0.7	1.4
2.75 to 3.24	1.3	7.6	7.0	8.5	8.5	7.6	8.5	4.7	1.9	1.7
3.25 or higher	0.4	1.4	5.5	5.3	5.3	4.9	2.7	0.2	2.9	3.1
Academic integration in 1989-90										
Low	0.4	3.6	5.9	6.3	6.3	6.7	5.7	2.2	4.4	2.4
Moderate	0.3	0.7	4.1	4.2	4.2	4.0	3.5	3.1	1.4	1.5
High	0.3	2.0	4.0	3.4	3.4	2.7	2.8	0.8	0.6	0.7
Social integration in 1989-90										
Low	0.3	0.5	4.7	4.7	4.7	5.0	4.1	2.2	2.5	1.6
Moderate	0.3	2.0	4.3	4.0	4.0	3.0	2.9	2.1	1.2	1.2
High	0.5	1.2	5.2	5.2	5.2	4.0	4.0	1.0	0.9	1.1
Self rating of academic ability										
Above average	0.0	1.1	5.7	5.8	5.8	4.4	4.7	4.2	0.6	1.5
Average or below	0.2	1.4	3.1	3.0	3.0	2.6	2.4	1.2	1.2	1.0

— Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

Table S11-3 Standard errors for table 11-3

Selected characteristics	Degree attempted	
	Associate's degree	Certificate
Total	**1.5**	**1.1**
Sex		
Male	2.5	2.9
Female	2.5	2.9
Age as of 12/31/89		
18 years or younger	2.4	2.6
19 years	2.1	1.8
20 years or older	2.5	2.7
Race/ethnicity		
American Indian/Alaskan Native	0.4	0.5
Asian/Pacific Islander	0.5	1.0
Black	1.6	2.3
Hispanic	1.7	1.7
White	2.4	2.8
Marital status in 1989-90		
Never married	2.3	2.7
Married	1.8	2.4
Divorced/separated/widowed	1.5	1.6
Number of children in 1989-90		
None	1.7	2.7
One	1.3	2.0
Two	1.3	1.7
Three or more	0.9	1.2
Socioeconomic status		
Lowest quartile	1.9	2.5
Middle two quartiles	2.6	2.4
Highest quartile	2.3	1.8
Income		
Dependent		
Less than $20,000	1.8	2.0
20,000-39,999	2.2	1.9
40,000-59,999	1.9	1.4
60,000 or more	1.5	1.4
Independent	2.4	2.7
Parental educational attainment		
Less than high school	1.6	2.4
High school graduate	2.6	2.6
Some postsecondary	2.0	2.4
Bachelor's degree	1.8	1.6
Advanced degree	1.8	1.0

Table S11-3 Standard errors for table 11-3—Continued

	Degree attempted	
Selected characteristics	Associate's degree	Certificate
High school diploma or equivalency status		
High school diploma	1.4	1.8
GED/Equivalency certificate	1.4	1.8
None	0.0	0.2
Diploma/delayed entry status		
Diploma, did not delay	2.4	2.7
Diploma, delayed entry	2.4	2.7
No diploma	1.4	1.8
Expected educational attainment		
Less than 2 years of postsecondary education	0.9	2.8
2 to 3 years of postsecondary education	2.2	2.4
Bachelor's degree or higher	2.3	2.5
Level of first institution		
2-year	0.0	3.5
Less-than-2-year	—	3.5
Enrollment status, first term		
Full-time	3.1	3.4
Less than full-time	3.1	3.4
Field of study in 1989–90		
Humanities and social sciences	2.2	1.7
Physical and life sciences	0.9	0.0
Engineering, math, and computers	1.9	1.9
Education	1.2	1.5
Business and management	2.4	3.4
Health	1.8	1.9
Vocational/technical	2.2	3.7
Employed while enrolled		
None	1.2	2.2
1–50 percent	1.9	1.9
More than 50 percent	2.1	2.6
Hours worked per week while enrolled		
None	1.8	2.4
1–20 hours	1.8	1.4
More than 20 hours	2.3	2.6

Table S11-3 Standard errors for table 11-3—Continued

Selected characteristics	Degree attempted	
	Associate's degree	Certificate
Received financial aid in 1989–90		
No	2.4	3.1
Yes	2.4	3.1
Received grant in 1989–90		
No	2.2	2.7
Yes	2.2	2.7
Received loan in 1989–90		
No	1.3	2.8
Yes	1.3	2.8
Grade point average in 1989–90		
Below 2.75	2.4	3.7
2.75 to 3.24	2.3	3.2
3.25 or higher	2.1	4.1
Academic integration in 1989–90		
Low	1.6	2.1
Moderate	2.2	2.5
High	2.1	2.7
Social integration in 1989–90		
Low	2.4	2.5
Moderate	2.7	2.7
High	2.2	1.8
Self rating of academic ability		
Above average	2.2	2.2
Average or below	2.2	2.2

— Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

Table S13-1 Standard errors for table 13-1

Selected characteristics	Did not work	Average hours worked per week while enrolled: Less than 15 hours	15–33 hours	34 or more hours	Attendance status: Exclusively part time	More than part time
Total	**0.7**	**1.0**	**1.0**	**0.8**	**1.0**	**1.0**
Sex						
Male	0.8	1.4	1.5	1.2	1.5	1.5
Female	1.0	1.3	1.3	1.1	1.2	1.2
Age as of 12/31/89						
18 years or younger	0.5	1.4	1.5	0.9	0.8	0.8
19 years	1.6	2.1	2.3	1.9	2.3	2.3
20 years or older	1.7	1.5	2.1	2.1	2.2	2.2
Race/ethnicity						
American Indian/Alaskan Native	3.1	10.3	12.3	6.7	13.2	13.2
Asian/Pacific Islander	4.1	5.1	4.7	4.2	3.8	3.8
Black	2.6	3.0	3.2	2.1	2.8	2.8
Hispanic	2.5	3.1	4.5	3.6	3.6	3.6
White	0.7	1.2	1.1	1.0	1.2	1.2
Marital status in 1989–90						
Never married	0.6	1.1	1.1	0.8	1.0	1.0
Married	2.8	2.3	2.9	3.1	3.5	3.5
Divorced-widowed-separated	4.6	4.8	5.1	4.1	5.4	5.4
Number of children in 1989–90						
None	0.6	1.1	1.1	0.8	0.9	0.9
One	3.6	3.4	4.6	4.7	4.6	4.6
Two	4.5	3.9	4.8	4.8	5.0	5.0
Three or more	5.7	4.0	5.9	5.2	5.8	5.8
Dependency status						
Dependent	0.6	1.1	1.2	0.8	0.9	0.9
Independent	1.8	1.5	2.0	2.1	2.2	2.2
Income						
Dependent						
Less than $20,000	1.8	2.0	2.4	1.6	1.9	1.9
20,000–39,999	0.8	1.8	2.1	1.6	1.7	1.7
40,000–59,999	0.9	2.1	2.2	1.6	1.4	1.4
60,000 or more	1.2	2.6	2.3	1.4	1.1	1.1
Independent	1.8	1.5	2.0	2.1	2.2	2.2
Socioeconomic status						
Lowest quartile	2.1	2.0	2.9	2.8	2.7	2.7
Middle two quartiles	1.0	1.3	1.5	1.2	1.5	1.5
Highest quartile	0.7	1.7	1.6	1.0	0.9	0.9
Parents' educational attainment						
Less than high school	2.6	2.4	3.9	4.2	3.8	3.8
High school graduate	1.2	1.7	1.7	1.4	1.8	1.8
Some postsecondary	1.4	1.8	2.2	1.5	1.8	1.8
Bachelor's degree	1.0	2.3	2.1	1.5	1.5	1.5
Advanced degree	1.2	2.6	2.4	1.4	1.4	1.4

Table S13-1 Standard errors for table 13-1—Continued

Selected characteristics	Did not work	Average hours worked per week while enrolled: Less than 15 hours	15–33 hours	34 or more hours	Attendance status: Exclusively part time	More than part time
High school diploma or equivalency status						
High school diploma	0.6	1.1	1.0	0.9	1.0	1.0
GED Equivalency certificate	3.8	3.8	4.5	4.2	5.0	5.0
Neither	—	—	—	—	—	—
Expected educational attainment 1989–90						
Less than 2 years of postsecondary education	2.7	1.8	3.0	3.2	3.2	3.2
2 to 3 years of postsecondary education	2.3	2.8	3.0	2.8	3.2	3.2
Bachelor's degree or higher	0.6	1.1	1.1	0.9	1.0	1.0
Diploma/delayed entry status						
Diploma, did not delay	0.6	1.2	1.3	0.8	0.8	0.8
Diploma, delayed entry	1.6	1.5	2.2	2.1	2.2	2.2
No diploma	3.8	3.8	4.4	4.2	4.9	4.9
Degree working toward 1989–90						
Certificate	2.4	1.7	2.1	2.5	2.8	2.8
Associate's degree	1.2	2.0	2.0	1.6	1.9	1.9
Bachelor's degree	0.5	1.3	1.2	0.8	0.8	0.8
Control and type of first institution						
Public 4-year	0.6	1.4	1.4	0.8	0.8	0.8
Private, not-for-profit 4-year	0.5	1.6	1.5	0.6	0.7	0.7
Public 2-year	1.2	1.8	1.9	1.7	1.9	1.9
Private, for-profit	2.7	1.7	2.0	1.5	2.5	2.5
Field of study 1989–90						
Humanities and social sciences	1.3	2.1	2.5	1.6	1.9	1.9
Physical and life sciences	1.0	3.9	4.0	2.1	1.8	1.8
Engineering, math, and computer science	1.7	3.2	3.3	2.7	3.2	3.2
Education	1.9	4.0	3.8	2.0	1.8	1.8
Business and management	1.5	2.0	2.1	1.8	1.9	1.9
Health	2.6	4.0	4.2	1.8	2.5	2.5
Vocational / technical	1.7	2.0	2.6	2.2	2.7	2.7
Enrollment status in 1989–90						
Exclusively part time	1.8	2.1	3.3	3.0	2.8	2.8
Mixed	1.3	2.7	2.9	2.0	0.0	0.0
Exclusively full time	0.8	1.2	1.3	0.7	0.0	0.0
Attendance status						
Exclusively part time	2.1	1.1	2.7	3.0	0.0	0.0
At least some full time	0.7	1.1	1.1	0.6	0.0	0.0

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Table S13-1 Standard errors for table 13-1—Continued

Selected characteristics	Did not work	Average hours worked per week while enrolled: Less than 15 hours	15–33 hours	34 or more hours	Attendance status: Exclusively part time	More than part time
Received financial aid in 1989–90						
No	0.8	1.5	1.6	1.3	1.5	1.5
Yes	1.0	1.2	1.2	0.8	1.1	1.1
Received grant in 1989–90						
No	0.8	1.4	1.4	1.2	1.4	1.4
Yes	1.1	1.3	1.3	0.9	1.1	1.1
Received loan in 1989–90						
No	0.8	1.2	1.2	1.0	1.2	1.2
Yes	1.2	1.5	1.5	1.0	1.0	1.0
Grade point average in 1989–90						
Below 2.75	0.9	1.5	1.7	1.2	1.4	1.4
2.75 to 3.24	1.2	2.5	2.7	2.4	2.5	2.5
3.25 or higher	1.5	2.0	2.1	1.6	2.1	2.1
Self rating of academic ability						
Above average	1.1	1.6	1.6	1.0	1.3	1.3
Average or below	0.8	1.2	1.2	1.1	1.3	1.3
Academic integration in 1989–90						
Low	2.3	2.9	3.5	3.6	3.7	3.7
Moderate	1.1	1.7	1.8	1.6	1.8	1.8
High	0.8	1.2	1.3	0.9	0.9	0.9
Social integration in 1989–90						
Low	2.1	1.9	2.8	3.1	2.8	2.8
Moderate	1.0	1.4	1.4	1.2	1.4	1.4
High	0.7	1.5	1.5	0.9	0.9	0.9
Average hours worked per week while enrolled						
Did not work	0.0	0.0	0.0	0.0	3.1	3.1
Less than 15 hours	0.0	0.0	0.0	0.0	0.7	0.7
15–33 hours	0.0	0.0	0.0	0.0	1.4	1.4
34 or more hours	0.0	0.0	0.0	0.0	3.3	3.3

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

Table S13-2 Standard errors for table 13-2

Average hours worked per week while enrolled	Total	Control and type of first institution			
		Public 4-year	Private, not-for-profit 4-year	Public 2-year	Private, for-profit
Total	**1.1**	**1.4**	**1.4**	**2.0**	**2.3**
Did not work	3.2	5.8	4.7	7.0	3.8
Less than 15 hours	1.4	1.5	1.3	3.8	4.6
15–33 hours	1.6	1.8	1.9	2.9	3.8
34 or more hours	2.7	5.2	6.0	3.7	4.7
		Exclusively part time			
Total	**2.4**	**3.3**	**5.1**	**3.0**	**4.2**
Did not work	3.7	—	—	—	5.9
Less than 15 hours	8.1	—	—	—	—
15–33 hours	4.6	—	8.4	5.9	6.8
34 or more hours	3.4	5.2	—	4.1	6.7
		At least some full time			
Total	**1.1**	**1.2**	**1.2**	**2.4**	**2.5**
Did not work	3.4	5.8	4.0	7.9	4.7
Less than 15 hours	1.3	1.5	1.2	3.6	4.4
15–33 hours	1.6	1.7	1.9	3.3	3.9
34 or more hours	4.1	6.1	6.8	7.0	5.7

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:90/94).

Table S14-1 Standard errors for table 14-1

Worker characteristics	All workers		Full-time		Part-time	
	1991	1995	1991	1995	1991	1995
Total	**1.0**	**0.5**	**1.2**	**0.5**	**1.4**	**0.8**
Sex						
Male	1.4	0.8	1.6	0.8	1.1	1.5
Female	1.2	0.6	1.7	0.6	1.7	1.0
Race/ethnicity						
White	1.1	0.6	1.3	0.6	1.7	1.0
Black	2.4	1.5	2.9	1.7	2.6	2.3
Hispanic	2.9	1.2	3.5	1.3	3.8	2.5
Asian/Pacific Islander	4.3	2.9	5.7	3.6	7.3	3.2
Age						
16–19	2.2	1.8	4.8	3.2	1.5	1.5
20–24	2.3	1.4	3.4	1.9	1.7	2.0
25–34	1.7	1.1	1.9	1.2	4.6	2.3
35–44	2.2	0.8	2.5	1.0	3.3	2.1
45–54	2.5	1.1	3.3	1.2	4.1	2.5
55–64	3.3	1.4	4.2	1.5	5.9	3.4
65 and older	4.8	2.0	8.9	3.1	3.2	2.3
Educational attainment						
Less than high school graduate	1.2	1.4	1.7	1.8	1.1	1.4
High school graduate	1.3	0.9	1.6	1.0	3.1	1.6
Vocational/trade school	5.9	2.6	6.8	2.8	5.7	5.7
Some college	1.8	0.9	2.6	0.9	2.2	1.7
Bachelor's degree	2.8	1.2	2.8	1.3	6.4	2.2
Advanced degree	3.3	1.5	3.8	1.5	6.0	3.6
Occupation						
Executive, professional, technical	2.0	0.9	2.1	1.0	2.5	2.5
Executive, administrative, managerial	3.3	1.7	3.3	1.8	8.9	4.4
Professional	2.8	1.3	3.1	1.5	3.2	3.1
Technical	5.2	2.1	6.0	2.2	6.3	5.6
Sales and administrative support	1.2	0.7	1.4	0.8	1.7	1.4
Sales	2.1	1.2	2.5	1.3	2.1	2.2
Administrative support	1.7	1.0	2.0	1.1	2.6	2.1
Service	2.2	1.3	3.0	1.7	4.4	1.5
Farming	2.8	2.5	3.1	3.0	3.7	4.4
Precision production, craft, and repair	2.6	1.5	2.8	1.6	4.8	1.2

Table S14-1 Standard errors for table 14-1—Continued

Worker characteristics	All workers 1991	All workers 1995	Full-time 1991	Full-time 1995	Part-time 1991	Part-time 1995
Operators, fabricators, laborers	2.3	1.1	2.7	1.2	3.1	3.2
Machine operators, assemblers, inspectors	3.2	1.3	3.5	1.4	2.0	1.4
Transportation and material movers	6.1	2.4	8.0	2.4	3.7	6.6
Handlers, equipment cleaners, laborers	6.4	2.6	8.6	2.9	9.5	4.3
Industry						
Agriculture, forestry, and fisheries	3.3	2.1	3.8	2.2	5.3	4.0
Mining	14.6	9.8	14.6	9.9	—	—
Construction	3.7	1.9	3.9	2.2	1.4	3.7
Manufacturing	2.4	1.3	2.5	1.3	3.6	6.4
Transportation, communications, public utilities	5.2	1.8	6.0	1.9	6.3	5.3
Trade	1.9	1.0	2.1	1.1	3.1	1.4
Finance, insurance, and real estate	4.2	2.1	4.6	2.4	9.4	4.4
Services	1.7	0.6	2.2	0.8	2.5	1.3
Public administration	4.1	1.9	4.5	2.0	8.3	7.2

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1991 and 1995 (Adult Education Component).

Table S15-1 Standard errors for table 15-2

Proficiency level	Age	Year 1971	1975	1980	1984	1988	1990	1992	1994
Level 350:	9	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Learn from specialized	13	0.0	0.0	0.0	0.1	0.1	0.1	0.3	0.1
reading materials	17	0.4	0.3	0.4	0.3	0.6	0.5	0.6	0.7
Level 300:	9	0.1	0.1	0.1	0.1	0.3	0.3	0.2	0.3
Understand complicated	13	0.5	0.5	0.5	0.4	0.8	0.6	0.9	0.8
information	17	1.0	0.8	1.1	0.8	1.5	1.0	1.1	1.2
Level 250:	9	0.6	0.6	0.8	0.6	1.1	1.0	0.8	1.2
Interrelate ideas and	13	1.1	1.0	1.1	0.6	1.3	1.0	1.4	1.2
make generalizations	17	0.9	0.7	0.9	0.5	0.8	1.0	0.8	1.0
Level 200:	9	1.0	0.8	1.0	0.7	1.3	1.3	1.1	1.4
Partial skills and	13	0.5	0.4	0.4	0.3	0.6	0.6	0.7	0.6
understanding	17	0.3	0.3	0.3	0.1	0.3	0.3	0.4	0.5
Level 150:	9	0.5	0.4	0.4	0.3	0.7	0.9	0.4	0.7
Simple, discrete	13	0.0	0.1	0.1	0.0	0.1	0.1	0.3	0.2
reading tasks	17	0.1	0.1	0.1	0.0	0.0	0.1	0.1	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994,* 1996.

Table S15-2 Standard errors for table 15-3

Percentile	Age 9						Age 13						Age 17					
	1980	1984	1988	1990	1992	1994	1980	1984	1988	1990	1992	1994	1980	1984	1988	1990	1992	1994
All students																		
5	1.6	1.2	3.6	3.2	1.6	2.6	1.9	1.1	1.7	1.9	2.8	4.9	3.0	1.3	1.3	2.3	2.9	3.6
10	1.4	1.2	2.1	1.9	1.5	2.5	1.5	0.9	1.2	1.8	1.9	1.7	1.7	0.9	2.2	3.1	2.7	3.1
25	1.2	1.2	1.8	1.8	1.5	1.9	1.1	0.8	1.2	1.0	1.8	1.2	1.1	1.1	1.8	1.3	1.1	1.8
50	0.9	1.0	1.4	1.5	0.9	1.1	0.8	0.8	1.1	0.9	1.6	1.1	0.7	0.9	1.9	1.3	1.2	1.8
75	1.0	0.9	1.3	1.8	1.2	1.5	0.8	0.6	1.4	0.8	1.4	1.1	0.7	0.9	1.4	1.5	1.4	1.8
90	1.1	0.9	1.7	1.8	1.2	1.6	0.8	0.8	1.0	1.0	1.8	1.4	0.9	0.7	2.1	2.1	1.8	1.8
95	1.6	1.4	2.0	1.3	1.2	1.5	0.8	1.0	1.3	1.3	2.6	1.4	0.7	1.0	1.8	1.7	1.9	1.7
White																		
5	1.5	1.3	3.4	3.2	1.6	2.0	1.2	0.9	1.4	2.2	2.7	2.4	1.2	1.4	1.1	2.5	3.2	3.9
10	1.0	1.0	3.9	1.5	1.8	2.6	1.2	0.8	2.1	1.7	2.2	3.0	0.9	0.9	3.7	2.5	2.8	3.8
25	0.9	1.0	2.4	2.8	1.3	1.8	0.8	0.8	1.0	1.7	1.4	1.0	0.9	1.1	1.7	1.4	1.9	3.0
50	0.8	1.0	1.2	2.1	1.3	1.4	0.6	0.7	1.1	1.4	2.0	1.2	0.8	1.1	1.6	1.2	1.9	1.5
75	0.9	0.9	1.8	2.3	1.2	1.5	0.7	0.7	0.9	1.2	1.1	1.4	0.7	0.8	1.9	1.9	1.2	1.5
90	1.1	1.3	2.2	2.1	1.0	1.5	0.8	0.8	1.5	2.4	1.9	1.2	0.7	0.8	1.6	1.6	2.5	2.5
95	1.2	1.3	2.6	2.5	3.1	1.8	0.8	1.3	1.1	2.7	2.0	1.3	1.2	0.9	3.0	1.7	2.5	2.7
Black																		
5	4.1	2.2	6.3	4.7	6.1	3.7	2.4	2.0	3.4	5.3	10.1	3.7	2.4	4.1	9.6	7.9	3.3	8.7
10	4.0	2.8	3.4	3.9	3.6	4.7	3.3	1.9	3.3	7.3	3.3	6.6	3.6	2.0	4.3	4.0	6.7	7.7
25	1.9	1.8	3.0	3.2	4.4	4.1	1.8	2.6	2.4	3.2	3.0	2.3	2.7	1.4	2.5	3.9	4.1	4.8
50	2.1	1.5	4.0	3.1	2.5	4.7	1.3	1.3	2.7	4.0	2.3	3.0	2.6	1.2	3.6	1.9	1.6	2.9
75	1.9	1.6	2.9	2.4	2.6	5.1	1.9	1.1	4.5	2.5	2.8	4.7	2.0	1.6	3.1	2.7	1.9	5.6
90	1.9	2.5	3.8	2.7	2.9	2.6	1.7	1.9	4.7	4.9	3.1	2.8	1.7	1.9	4.0	4.8	4.2	7.0
95	1.8	2.0	4.6	6.9	2.5	4.7	1.5	1.6	2.2	3.0	4.9	5.4	2.4	3.4	4.9	11.0	5.4	4.0
Hispanic																		
5	3.1	5.1	11.3	8.9	6.2	5.5	4.8	2.9	6.9	9.6	13.0	5.7	3.7	2.4	11.7	11.1	7.2	18.5
10	4.1	7.2	7.7	4.3	5.6	13.5	4.5	3.3	3.8	4.9	8.0	6.4	4.9	2.9	7.4	12.0	9.7	7.9
25	3.9	2.4	5.1	1.9	6.0	4.4	3.0	2.5	6.1	4.1	5.7	4.9	5.9	2.6	5.9	8.3	8.7	6.4
50	3.3	2.3	3.4	3.5	4.6	6.9	2.4	2.5	4.1	4.1	10.6	4.2	3.7	3.1	5.1	3.2	4.7	6.0
75	3.0	2.3	6.0	4.0	2.3	5.3	1.9	2.3	5.4	3.1	7.7	3.7	3.0	3.9	7.1	4.9	6.5	8.2
90	2.7	2.2	8.0	5.7	5.6	2.8	2.9	2.2	8.7	6.0	8.0	8.4	6.1	6.1	18.1	3.2	4.2	5.9
95	4.3	2.1	11.4	6.7	10.4	6.9	1.5	3.1	10.1	4.5	7.7	15.6	6.8	7.7	8.6	11.2	4.6	5.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994,* 1996.

Table S15-3 Standard errors for table 15-4

Parents' highest education level	Year	Age 9		Age 13		Age 17	
		Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
Less than a high school graduate	1971	0.4	1.5	0.6	1.3	0.8	1.5
	1975	0.4	1.3	0.6	1.2	0.6	1.3
	1980	0.5	1.6	0.6	1.1	0.7	1.5
	1984	0.2	1.4	0.4	0.9	0.6	1.1
	1988	0.6	4.9	0.6	2.1	0.8	2.0
	1990	0.5	3.2	0.6	1.8	0.6	2.8
	1992	0.4	4.5	0.5	2.6	0.8	3.9
	1994	0.4	4.0	0.6	2.4	0.5	2.7
Graduated from high school	1971	0.5	1.2	0.7	0.8	0.8	1.2
	1975	0.4	0.9	0.6	0.7	0.5	1.1
	1980	0.8	1.3	0.7	0.9	0.9	1.0
	1984	0.6	1.0	1.0	0.7	1.1	0.7
	1988	0.6	2.2	1.0	1.2	1.2	1.3
	1990	0.8	1.8	1.2	0.9	1.0	1.4
	1992	0.8	1.5	1.2	1.7	0.9	1.6
	1994	0.8	2.6	1.2	1.4	1.1	1.9
Some education after high school	1971	0.9	1.1	1.1	0.8	1.3	1.0
	1975	0.7	0.9	0.9	0.8	0.8	0.7
	1980	1.5	1.1	1.3	0.8	1.3	1.0
	1984	1.0	0.9	1.1	0.7	1.2	0.7
	1988	1.4	1.7	1.5	1.4	1.6	1.3
	1990	1.3	2.0	1.5	1.0	1.3	1.1
	1992	0.9	1.4	1.6	1.4	1.4	1.4
	1994	1.2	1.3	1.5	1.2	1.4	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1960 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994,* 1996.

Table S15-4 Standard errors for table 15-5

Year	Below modal grade		At modal grade		Above modal grade	
	Percentage	Proficiency	Percentage	Proficiency	Percentage	Proficiency
			Age 9			
1971	0.8	1.2	0.8	1.1	0.1	4.1
1975	0.8	1.1	0.9	0.7	0.1	4.3
1980	1.5	1.3	1.4	0.8	0.1	6.1
1984	0.3	0.9	0.2	0.8	0.1	4.7
1988	0.3	1.8	0.3	1.5	0.2	11.0
1990	0.5	1.8	0.5	1.5	0.1	20.1
1992	0.5	1.4	0.5	1.0	0.1	16.7
1994	0.5	1.6	0.5	1.3	0.1	14.3
			Age 13			
1971	0.9	1.0	0.9	0.8	0.2	2.4
1975	0.9	0.9	0.9	0.7	0.1	4.2
1980	1.2	1.5	1.3	0.8	0.1	4.9
1984	0.2	0.7	0.2	0.5	0.2	7.5
1988	0.5	1.4	0.3	1.1	0.5	10.8
1990	0.4	1.1	0.2	0.9	0.3	16.0
1992	0.7	1.9	0.5	1.1	0.6	3.9
1994	0.5	1.6	0.5	0.8	*0.0	—
			Age 17			
1971	0.6	1.5	0.7	1.0	0.7	1.6
1975	0.7	1.8	0.7	0.7	0.4	1.0
1980	0.7	2.1	0.6	1.0	0.6	1.7
1984	0.7	0.9	0.2	0.6	0.7	1.2
1988	1.2	1.9	0.2	1.1	1.3	3.0
1990	0.6	1.9	0.2	1.0	0.6	2.3
1992	0.6	1.5	0.2	1.3	0.6	3.2
1994	0.8	2.4	0.3	1.2	0.8	5.3

— Not available.

* Standard error less than 0.05 is rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table S15-5 Standard errors for table 15-6

Number of types of material in the home	Year	Age 9		Age 13		Age 17	
		Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
0-2	1971	0.8	1.0	0.6	1.3	0.6	1.8
	1994	1.1	1.5	0.9	1.8	0.9	2.0
3	1971	0.4	1.0	0.5	0.9	0.5	1.4
	1994	0.8	1.5	0.9	1.7	0.8	1.8
4	1971	0.9	0.9	1.0	0.7	0.9	1.0
	1994	1.2	1.4	1.3	0.9	1.0	1.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table S16-1 Standard errors for table 16-2

Proficiency levels	Grade	Year				
		1984	1988	1990	1992	1994
Level 350:	4	0.0	0.0	0.0	0.0	0.0
Effective, coherent	8	0.1	0.1	0.2	0.3	0.2
writing	11	0.7	0.4	0.7	0.4	0.3
Level 300:	4	0.4	0.2	0.1	0.2	0.2
Complete, sufficient	8	1.8	0.8	0.8	1.5	1.2
writing	11	2.4	1.7	1.1	1.9	1.5
Level 250:	4	1.0	1.1	0.9	1.1	0.8
Beginning, focused,	8	2.6	1.7	1.5	1.4	1.3
clear writing	11	1.0	1.5	1.3	1.3	1.2
Level 200:	4	2.0	2.0	1.7	1.9	2.0
Incomplete, vague	8	0.9	0.6	0.6	0.4	0.6
writing	11	0.3	0.3	0.3	0.2	0.2
Level 150:	4	1.3	0.8	1.1	0.5	0.9
Disjointed, unclear	8	0.0	0.1	0.1	0.1	0.1
writing	11	0.0	0.0	0.1	0.0	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table S16-2 Standard errors for table 16-3

Percentile	Grade 4					Grade 8					Grade 11				
	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994
All students															
5	3.3	3.3	1.8	1.9	2.6	4.3	2.9	2.3	2.0	3.4	2.3	4.5	2.7	3.3	2.0
10	2.7	1.9	2.3	1.3	3.3	3.7	2.6	1.9	2.9	2.5	1.7	2.4	2.4	2.1	2.1
25	2.1	1.6	2.1	1.4	2.3	3.1	1.9	1.4	1.5	2.0	1.7	1.9	1.8	1.7	1.7
50	2.9	2.5	1.7	2.2	1.3	2.6	1.4	1.6	1.6	1.3	1.9	1.3	1.3	1.2	1.7
75	1.5	1.8	2.3	1.6	1.4	2.1	1.2	1.7	1.7	1.5	1.7	1.2	1.4	1.7	1.5
90	2.2	2.1	2.1	1.8	1.3	1.8	1.4	1.3	1.7	1.8	2.6	1.4	1.8	1.5	1.4
95	2.7	2.6	2.7	2.9	2.7	2.0	1.8	1.8	1.6	1.5	2.9	1.6	2.7	2.3	1.3
White															
5	3.6	4.3	3.0	2.3	4.7	5.7	2.3	2.3	3.4	3.1	3.8	3.7	3.4	1.2	2.5
10	3.3	3.1	3.5	1.7	2.9	3.2	1.4	2.9	2.6	2.1	2.2	2.8	2.7	2.0	1.3
25	1.5	1.8	2.9	1.9	2.2	2.3	1.8	1.9	1.7	1.7	1.4	1.7	1.6	1.1	1.5
50	2.2	1.8	1.9	2.3	1.0	2.7	1.5	1.6	1.7	2.0	2.0	1.2	1.1	1.3	2.2
75	1.4	2.1	2.2	1.6	2.1	2.3	1.3	1.8	1.9	1.5	2.6	1.3	1.3	1.8	1.6
90	4.5	2.6	1.6	2.2	1.4	2.0	1.7	1.8	2.4	2.0	2.6	1.3	2.2	1.4	1.9
95	3.5	3.3	2.4	2.8	2.7	2.5	1.3	1.8	2.5	2.3	4.0	2.8	2.8	2.5	2.1
Black															
5	6.5	7.6	5.2	5.7	9.2	7.2	5.2	5.7	8.1	6.2	8.5	6.2	5.4	5.0	7.0
10	4.5	5.9	6.8	4.2	4.8	6.8	6.1	4.0	7.4	4.4	6.8	2.9	3.0	3.2	5.1
25	4.9	5.5	4.9	4.5	4.9	6.9	3.4	4.4	4.7	6.1	5.5	3.3	2.3	5.8	3.4
50	5.5	4.6	6.0	4.2	3.8	6.7	4.3	2.4	3.6	3.8	3.3	3.0	3.2	3.9	2.6
75	13.6	4.6	7.0	3.3	4.0	3.7	3.3	2.7	4.6	4.2	4.6	3.0	4.0	4.3	2.4
90	10.2	6.0	6.5	3.6	6.4	5.4	5.7	1.6	3.3	7.1	7.8	4.9	2.3	4.1	2.1
95	12.0	5.8	23.2	6.4	6.4	3.6	4.4	3.1	4.7	3.7	5.0	3.8	4.4	5.1	3.2
Hispanic															
5	13.1	6.0	7.5	5.1	4.9	13.9	5.9	5.4	6.4	4.9	10.8	6.2	9.7	10.6	7.9
10	12.3	6.1	7.6	5.1	5.2	11.7	7.1	3.7	5.1	3.9	6.5	8.4	4.1	2.7	8.3
25	8.7	5.1	7.1	3.4	4.7	7.6	5.3	3.6	5.0	5.1	7.5	6.2	4.0	6.0	6.6
50	6.4	5.1	5.4	4.3	4.6	7.0	2.9	4.7	2.1	3.2	8.2	3.9	3.2	4.6	4.9
75	8.0	4.5	3.8	5.1	4.0	4.2	2.4	5.0	4.3	3.9	7.1	8.7	6.0	4.9	4.0
90	6.5	4.3	4.8	5.5	5.0	5.8	2.4	3.3	3.3	6.2	9.8	5.6	3.9	3.5	3.0
95	7.5	4.8	5.8	3.5	5.1	7.7	5.4	3.3	3.5	5.7	16.8	5.4	15.8	3.1	6.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table S16-3 Standard errors for table 16-4

Parents' highest education level	Year	Grade 4		Grade 8		Grade 11	
		Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
Less than a high school graduate	1984	0.6	4.6	0.8	4.8	1.2	5.2
	1988	0.7	5.4	0.7	3.9	0.8	3.5
	1990	0.5	3.9	0.6	3.7	0.5	4.0
	1992	0.4	3.2	0.8	5.3	0.8	3.7
	1994	0.4	7.8	0.4	4.1	0.7	4.7
Graduated high school	1984	1.1	3.4	1.4	1.6	2.0	3.0
	1988	1.1	3.0	1.2	2.1	1.2	2.2
	1990	0.9	3.0	1.1	1.4	1.1	2.2
	1992	0.7	3.2	1.1	1.6	0.9	2.2
	1994	0.9	2.3	1.4	2.2	1.1	1.7
Some education after high school	1984	0.4	6.5	0.8	3.9	0.9	2.5
	1988	0.5	6.3	0.6	3.3	0.8	2.6
	1990	0.4	4.0	0.7	3.0	0.6	2.7
	1992	0.4	4.5	0.7	2.2	0.8	2.0
	1994	0.5	4.0	0.7	3.1	1.0	1.7
Graduated college	1984	1.4	3.0	1.5	1.8	1.6	2.4
	1988	1.5	2.2	1.5	1.8	1.8	2.0
	1990	1.6	1.6	1.5	1.8	1.4	2.0
	1992	1.0	1.4	1.8	1.9	1.4	1.4
	1994	1.4	2.1	1.6	1.3	1.9	1.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table S16-4 Standard errors for table 16-5

Year	Above modal age		At modal age		Below modal age	
	Percentage	Proficiency	Percentage	Proficiency	Percentage	Proficiency
			Grade 4			
1984	1.0	4.5	1.0	2.5	0.3	21.1
1988	0.6	2.0	0.5	2.5	0.2	12.8
1990	1.1	1.7	1.1	2.7	0.1	21.8
1992	1.1	1.9	1.1	1.5	0.1	10.6
1994	1.0	3.0	1.0	1.6	0.2	19.2
			Grade 8			
1984	1.4	3.2	1.4	1.8	0.3	11.5
1988	0.3	1.9	0.2	1.2	0.2	17.4
1990	0.3	1.7	0.3	1.5	0.2	11.4
1992	1.2	1.8	1.2	1.3	0.2	11.4
1994	1.0	2.4	1.0	1.2	0.2	9.1
			Grade 11			
1984	1.5	3.1	1.2	1.4	1.3	3.8
1988	0.7	4.5	0.2	1.2	0.8	2.1
1990	0.7	2.0	0.2	1.1	0.7	4.3
1992	0.9	2.0	0.2	1.7	0.8	4.0
1994	0.9	3.4	0.3	0.9	0.9	3.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

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Table S17-1 Standard errors for table 17-1

Frequency	Age 9					Age 13					Age 17				
	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994
Almost every day	1.1	1.9	2.3	1.6	2.3	1.4	3.1	2.9	2.5	3.2	1.5	4.0	2.9	3.7	4.2
1-2 times a week	1.7	2.8	3.0	2.2	3.1	1.4	3.5	3.6	3.8	3.1	1.7	3.5	3.7	3.7	4.1
1-2 times a month	3.3	7.1	5.5	7.8	5.8	2.1	2.9	4.3	3.2	5.7	1.8	3.6	4.2	4.7	4.5
Few times a year	4.2	8.3	7.2	5.5	7.9	3.6	4.3	4.3	8.2	5.4	2.7	5.4	5.6	5.2	8.2
Never/hardly ever	2.7	3.1	3.5	3.7	3.9	2.5	4.8	5.0	6.4	5.1	2.4	7.2	6.8	5.5	5.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progess. *Almanac: Reading, 1984 to 1994*, 1996.

Table S17-2 Standard errors for table 17-2

English class assignment	Grade 4					Grade 8					Grade 11				
	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994
Story	2.1	2.0	1.8	1.8	1.7	1.6	2.3	1.9	2.2	1.6	1.6	1.5	1.1	1.1	1.2
Essay	1.7	1.9	1.3	1.0	1.1	1.9	2.2	1.7	1.5	1.7	1.3	1.4	1.5	1.6	1.4
Poem	1.7	2.2	1.4	1.4	1.9	1.3	1.3	1.1	1.5	1.6	0.9	1.2	1.1	1.2	1.4
Play	1.5	1.8	1.1	0.8	1.1	1.0	1.2	0.8	1.2	0.9	0.9	0.9	0.8	0.6	1.0
Letter	1.6	2.2	1.7	1.3	1.9	1.3	2.3	1.2	1.3	1.2	1.1	1.6	0.9	1.0	1.2
Book report	1.5	1.5	1.8	1.7	1.5	1.7	2.8	1.8	1.8	2.1	1.6	1.7	1.5	1.4	1.1
Other reports	1.8	1.5	1.2	1.1	1.1	1.5	1.5	1.2	1.3	1.2	1.0	1.4	1.4	1.3	1.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progess. *Almanac: Writing, 1984 to 1994*, 1996.

Table S17-3 Standard errors for table 17-3

Type of material	Age 9					Age 13					Age 17				
	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994
								At school							
Newspaper or magazine	0.3	0.8	0.4	0.5	0.5	0.2	0.4	0.5	0.5	0.5	0.3	0.5	0.4	0.6	0.6
Play	0.1	0.5	0.4	0.3	0.2	0.3	0.4	0.3	0.4	0.3	0.4	0.9	0.5	0.4	0.5
Poem	0.2	0.4	0.4	0.4	0.4	0.1	0.3	0.2	0.4	0.2	0.3	0.5	0.4	0.4	0.7
Story/novel	0.8	1.1	1.0	1.0	1.6	1.1	1.5	1.1	1.3	1.2	1.1	1.6	1.2	1.4	1.0
Science book	0.9	1.5	1.0	0.8	1.2	0.8	1.4	1.2	0.8	1.3	0.5	0.9	0.7	0.6	0.7
Social studies book	0.9	1.4	1.2	1.0	0.7	0.9	1.2	1.0	0.9	0.9	0.7	0.9	0.6	0.7	0.7
Mathematics book	0.7	1.2	0.8	0.8	0.9	0.5	0.8	0.8	1.0	0.7	0.4	0.7	0.6	0.5	0.6
Workbook	0.5	0.6	1.1	0.8	1.2	0.3	0.6	0.5	0.5	0.5	0.2	0.4	0.4	0.3	0.4
								At home							
Newspaper	0.4	0.6	0.4	0.3	0.5	0.6	0.8	0.6	0.7	0.5	0.6	0.9	0.9	0.9	0.9
Magazine	0.5	0.7	0.7	0.6	0.9	0.8	0.8	1.0	1.0	1.2	0.6	1.3	0.8	1.3	1.2
Play	0.2	0.4	0.3	0.3	0.2	0.1	0.1	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.2
Poem	0.3	0.4	0.4	0.5	0.4	0.1	0.3	0.2	0.3	0.2	0.1	0.2	0.2	0.3	0.4
Story/novel	0.9	1.1	1.0	1.1	1.2	0.8	0.9	1.0	1.4	1.1	0.6	0.9	0.8	1.1	1.0
Science book	0.2	0.5	0.4	0.3	0.3	0.1	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.2
Social studies book	0.3	0.4	0.4	0.2	0.3	0.1	0.2	0.3	0.2	0.2	0.1	0.1	0.1	0.1	0.1
Mathematics book	0.2	0.4	0.3	0.3	0.3	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1
Workbook	0.3	0.3	0.3	0.3	0.4	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1
Something else	0.4	0.7	0.7	0.5	0.6	0.3	0.4	0.5	0.5	0.4	0.2	0.4	0.4	0.3	0.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progess. *Almanac: Reading, 1984 to 1994*, 1996.

Table S17-4 Standard errors for table 17-4

Pages read	Age 9					Age 13					Age 17				
	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994
More than 20	0.4	1.1	0.8	1.0	1.0	0.4	0.9	0.6	1.1	0.8	1.0	1.1	1.0	1.2	1.5
16-20	0.5	0.7	0.6	0.5	0.9	0.2	0.7	0.5	0.6	0.5	0.4	0.8	0.5	0.5	0.6
11-15	0.5	0.8	0.8	0.6	0.5	0.4	0.7	0.6	0.6	0.6	0.3	0.6	0.5	0.6	0.6
6-10	0.5	1.2	0.8	0.7	0.6	0.5	0.8	0.9	0.8	0.9	0.6	0.9	0.8	0.8	0.9
5 or fewer	1.0	1.7	1.2	1.0	1.4	0.6	1.2	1.0	0.9	0.9	0.8	1.1	0.8	1.0	1.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progess, *Almanac: Reading, 1984 to 1994*, 1996.

Table S17-5 Standard errors for table 17-5

Writing habit	Grade 4					Grade 8					Grade 11				
	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994
Keep a diary or journal	—	—	—	—	—	1.8	1.6	1.6	1.5	1.4	1.4	1.6	1.1	1.1	1.2
Do crossword puzzle	—	—	—	—	—	2.6	1.2	1.1	1.8	1.7	1.9	1.3	1.2	1.5	1.4
Write for school newspaper	—	—	—	—	—	1.1	1.0	1.0	1.3	0.9	0.8	0.8	0.8	0.7	1.2
Help others with writing	—	—	—	—	—	1.9	1.4	1.3	1.4	1.5	2.2	1.2	1.3	1.0	1.6
Write letters to relatives	2.1	1.4	1.5	1.5	1.1	2.0	1.4	1.6	1.7	1.9	1.8	2.0	1.6	1.4	2.0
Write notes or messages	2.4	1.9	1.8	1.5	1.7	2.0	1.3	1.4	1.6	1.3	1.9	1.6	1.1	1.1	1.4
Write stories	1.8	1.7	1.4	1.4	1.2	1.0	1.3	0.9	1.1	0.9	1.1	1.3	1.2	1.3	1.3

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progess, *Almanac: Writing, 1984 to 1994*, 1996.

Table S17-6 Standard errors for table 17-6

Writing habit and frequency	Grade 4					Grade 8					Grade 11				
	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994	1984	1988	1990	1992	1994
Write stories															
At least once a week	4.5	2.1	2.8	3.0	2.7	5.7	3.0	3.9	3.6	2.8	3.8	3.0	3.2	3.8	3.2
Once or twice a month	5.1	5.0	2.6	2.1	2.7	3.8	2.8	3.2	3.3	3.0	3.6	2.2	3.5	2.1	4.1
Never or hardly ever	2.6	2.2	2.1	2.1	2.6	2.6	1.7	1.7	1.8	1.9	2.0	2.4	1.6	1.4	1.5
Keep a diary or journal															
At least once a week	—	—	—	—	—	3.0	2.2	2.2	2.3	3.6	4.3	1.9	2.6	2.0	2.6
Once or twice a month	—	—	—	—	—	3.7	2.7	5.1	3.5	3.5	3.9	3.5	3.9	4.8	2.8
Never or hardly ever	—	—	—	—	—	2.8	2.2	2.1	2.2	2.1	2.4	1.7	1.6	2.1	1.7

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progess, *Almanac: Writing, 1984 to 1994*, 1996.

Table S17-7 Standard errors for table 17-7

Frequency	Age 9		Age 13		Age 17	
	Takes books out of library	Spends own money on books	Takes books out of library	Spends own money on books	Takes books out of library	Spends own money on books
Almost every day						
1984	0.7	0.6	0.7	0.3	0.3	0.3
1988	1.5	0.8	0.7	0.7	0.4	0.6
1990	1.3	0.8	0.8	0.6	0.5	0.5
1992	1.2	0.7	0.6	1.1	0.4	0.5
1994	1.1	1.1	1.0	0.9	0.5	0.6
1-2 times a week						
1984	1.2	0.6	1.2	0.6	0.7	0.6
1988	1.9	0.9	2.2	1.3	1.9	1.1
1990	1.9	1.0	2.1	1.4	1.4	1.4
1992	1.4	0.8	2.3	1.3	1.3	0.9
1994	1.4	0.8	2.3	1.3	1.6	1.2
1-2 times a month						
1984	0.8	0.6	1.0	0.9	1.2	1.0
1988	1.1	1.0	2.0	1.6	2.3	1.8
1990	1.0	1.2	1.9	1.7	1.9	2.0
1992	0.9	1.2	2.5	2.2	1.7	1.9
1994	0.9	1.2	2.3	2.0	2.3	1.8
Few times a year						
1984	0.4	0.6	0.8	0.8	1.0	0.8
1988	0.7	1.3	1.5	2.0	2.2	1.8
1990	0.6	1.0	1.4	1.5	1.7	2.0
1992	0.5	1.0	1.6	2.1	2.0	2.1
1994	0.7	1.3	1.6	1.5	2.2	2.0
Never/hardly ever						
1984	0.6	1.2	0.8	1.2	1.0	1.0
1988	1.2	1.8	1.5	2.0	2.5	3.5
1990	1.1	1.4	1.3	2.2	1.9	2.0
1992	0.7	1.7	1.4	2.4	1.7	2.3
1994	0.9	1.3	1.4	1.9	2.2	2.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progess, *Almanac: Reading, 1984 to 1994,* 1996.

Table S18-1 Standard errors for table 18-2

Grade	1990	1992	1996
4th	0.9	0.7	0.9
8th	1.3	0.9	1.1
12th	1.1	0.9	1.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Mathematics Report Card for the Nation and the States: Findings from the National Assessment of Educational Progress,* 1997.

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Table S18-2 Standard errors for table 18-3

	Grade 4		Grade 8		
State or jurisdiction	Average scale score	Change from 1992 average scale score	Average scale score	Change from 1992 average scale score	Change from 1990 average scale score
Nation	1.0	1.3	1.2	1.6	1.8
Alabama	1.2	2.0	2.1	2.7	2.4
Alaska	1.3	—	1.8	—	—
Arizona	1.7	2.0	1.6	2.0	2.1
Arkansas	1.5	1.7	1.5	1.9	1.8
California	1.8	2.4	1.9	2.5	2.3
Colorado	1.0	1.4	1.1	1.5	1.4
Connecticut	1.1	1.6	1.1	1.6	1.5
Delaware	0.6	1.0	0.9	1.4	1.3
District of Columbia	1.1	1.2	1.3	1.6	1.6
Florida	1.2	1.9	1.8	2.3	2.2
Georgia	1.5	1.9	1.6	2.0	2.1
Hawaii	1.5	2.0	1.0	1.3	1.3
Indiana	1.0	1.5	1.4	1.8	1.8
Iowa	1.1	1.5	1.3	1.7	1.7
Kentucky	1.1	1.5	1.1	1.5	1.6
Lousiana	1.1	1.8	1.6	2.3	2.0
Maine	1.0	1.4	1.3	1.6	—
Maryland	1.6	2.0	2.1	2.5	2.6
Massachusetts	1.4	1.8	1.7	2.0	—
Michigan	1.3	2.1	1.8	2.3	2.2
Minnesota	1.1	1.4	1.3	1.7	1.6
Mississippi	1.2	1.6	1.2	1.7	—
Missouri	1.1	1.6	1.4	1.8	—
Montana	1.2	—	1.3	—	1.6
Nebraska	1.2	1.7	1.0	1.5	1.5
Nevada	1.3	—	—	—	1.4
New Jersey	1.5	2.1	—	—	2.2
New Mexico	1.8	2.3	1.2	1.5	1.5
New York	1.2	1.8	1.7	2.7	2.7
North Carolina	1.2	1.6	1.4	1.8	1.8
North Dakota	1.2	1.4	0.9	1.5	1.5
Oregon	1.4	—	1.5	—	1.8
Pennsylvania	1.2	1.8	—	—	—
Rhode Island	1.4	2.1	0.9	1.2	1.1
South Carolina	1.3	1.7	1.5	1.8	—
Tennessee	1.4	1.9	1.4	2.0	—
Texas	1.4	1.8	1.4	1.9	2.0
Utah	1.2	1.5	1.0	1.3	—
Vermont	1.2	—	1.0	—	—
Virginia	1.4	1.9	1.6	1.9	2.2
Washington	1.2	—	1.3	—	—
West Virginia	1.0	1.5	1.0	1.4	1.4
Wisconsin	1.0	1.4	1.5	2.1	2.0
Wyoming	1.4	1.7	0.9	1.2	1.1

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *NAEP 1996 Mathematics Report Card for the Nation and the States: Findings from the National Assessment of Educational Progress*, 1997.

Table S18-3 Standard errors for table 18-4

Proficiency levels	Age	Year 1978	 1982	 1986	 1990	 1992	 1994
Level 350:	9	0.0	0.0	0.0	0.0	0.0	0.0
Multi-step problem	13	0.2	0.1	0.1	0.1	0.2	0.2
solving and algebra	17	0.4	0.4	0.5	0.6	0.6	0.8
Level 300:	9	0.1	0.1	0.2	0.3	0.3	0.4
Moderately complex	13	0.7	0.9	1.0	1.0	1.0	1.4
procedures and reasoning	17	1.1	1.3	1.4	1.4	1.3	1.4
Level 250:	9	0.7	1.0	0.9	0.9	0.9	1.1
Numerical operations and	13	1.2	1.2	1.6	1.0	1.1	1.1
beginning problem solving	17	0.5	0.5	0.5	0.5	0.5	0.5
Level 200:	9	0.9	1.2	1.2	1.0	0.8	0.7
Beginning skills and	13	0.5	0.4	0.2	0.2	0.3	0.3
understandings	17	0.1	0.0	0.1	0.1	0.0	0.0
Level 150:	9	0.3	0.3	0.3	0.2	0.2	0.2
Simple arithmetic	13	0.1	0.0	0.0	0.0	0.0	0.0
facts	17	0.0	0.0	0.0	0.0	0.0	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table S18-4 Standard errors for table 18-5

Parents' highest education level	Year	Age 9		Age 13		Age 17	
		Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
Less than high school graduate	1978	0.4	1.5	0.6	1.2	0.6	1.2
	1982	0.7	1.7	0.6	1.4	0.9	1.0
	1986	0.4	2.5	1.0	2.3	0.4	2.3
	1990	0.4	2.3	0.5	1.8	0.6	2.2
	1992	0.3	2.2	0.5	1.0	0.6	2.3
	1994	0.4	3.0	0.4	2.1	0.5	2.4
Graduated from high school	1978	0.8	1.1	0.8	1.0	0.7	0.8
	1982	0.8	1.1	0.8	0.8	0.8	0.8
	1986	0.7	1.6	1.2	1.2	1.1	1.0
	1990	0.7	1.2	0.8	1.2	1.1	0.9
	1992	0.7	1.5	0.9	1.2	0.9	1.7
	1994	0.6	1.3	0.9	1.1	0.8	1.1
Some education after high school	1978	0.4	1.7	0.4	1.2	0.4	0.9
	1982	0.4	2.1	0.4	0.9	0.5	0.9
	1986	0.6	2.1	0.6	0.8	1.0	1.2
	1990	0.4	2.0	0.6	1.0	0.9	1.0
	1992	0.4	1.9	0.7	1.0	0.9	1.1
	1994	0.4	2.1	0.6	1.6	1.1	1.3
Graduated from college	1978	1.1	1.1	1.2	1.2	1.1	1.0
	1982	1.5	1.5	1.3	1.5	1.3	1.0
	1986	1.1	1.1	2.0	1.4	1.2	1.4
	1990	1.1	1.3	1.2	1.0	1.4	1.3
	1992	1.2	1.0	1.3	1.0	1.4	1.0
	1994	0.8	0.8	1.3	1.2	1.5	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table S18-5 Standard errors for table 18-6

	Age 9						Age 13						Age 17					
Percentile	1978	1982	1986	1990	1992	1994	1978	1982	1986	1990	1992	1994	1978	1982	1986	1990	1992	1994
									All students									
5	1.0	1.8	1.3	2.6	1.6	1.4	1.6	2.7	1.8	2.2	2.0	2.0	1.3	1.1	1.2	1.0	2.1	1.9
10	1.2	1.8	1.5	2.2	1.2	1.4	1.5	1.6	1.4	1.4	1.2	1.4	1.1	1.0	1.0	1.1	1.6	1.0
25	1.0	1.1	1.6	1.3	1.2	0.9	1.3	1.2	1.8	0.9	1.1	1.3	1.2	1.3	0.6	1.0	1.2	1.0
50	1.0	1.2	1.1	0.9	0.8	1.1	1.1	1.0	1.3	1.0	0.7	0.9	1.1	1.0	1.3	1.1	1.0	1.2
75	0.9	1.4	1.2	0.7	0.8	0.8	1.1	1.1	1.3	1.0	1.0	1.2	1.0	0.8	1.9	1.2	1.0	1.2
90	1.2	1.0	1.3	1.0	1.3	1.0	1.2	1.2	1.5	1.0	1.6	1.2	0.8	0.9	1.3	1.3	1.1	1.5
95	1.2	1.3	1.2	1.3	1.2	1.1	1.3	1.2	2.2	1.6	1.2	1.5	0.9	1.1	1.1	2.2	1.0	1.7
									White									
5	1.5	1.4	2.4	2.4	1.5	2.4	1.4	1.6	1.5	1.5	1.6	1.0	0.6	1.1	1.6	1.3	2.0	1.7
10	1.5	1.7	1.7	1.6	1.5	1.1	1.4	1.2	1.3	1.0	1.4	1.1	1.3	1.1	1.3	1.5	1.4	1.7
25	1.1	1.3	1.1	0.9	0.9	1.3	0.9	1.1	1.4	1.1	0.8	1.1	1.0	1.1	1.2	1.5	1.1	1.5
50	1.0	1.4	1.1	1.0	1.1	1.1	1.0	0.9	1.0	1.0	1.0	1.2	1.0	1.2	1.3	1.3	1.0	1.3
75	0.8	0.9	0.8	0.6	1.0	1.1	0.7	1.0	1.3	1.1	1.1	1.3	0.8	0.9	1.7	1.2	1.0	1.2
90	1.1	1.0	1.2	0.8	1.3	1.1	1.2	1.4	2.2	1.3	1.3	1.5	0.7	1.1	1.3	1.0	1.0	1.6
95	1.7	1.3	1.8	2.1	1.6	1.2	1.3	1.4	1.8	1.6	1.4	1.7	0.7	1.5	1.4	1.3	1.2	1.8
									Black									
5	1.9	2.5	3.2	1.7	3.4	3.8	1.9	4.3	4.5	5.4	4.5	7.7	2.0	1.4	3.9	4.4	4.3	5.7
10	1.7	2.3	4.9	3.7	2.9	3.0	2.6	3.7	2.3	2.2	5.1	3.8	1.7	1.7	4.2	3.5	6.9	1.9
25	1.9	2.0	4.1	4.1	2.4	1.7	1.9	1.8	2.2	3.0	3.0	3.6	1.2	1.6	1.6	1.8	3.8	2.5
50	1.1	2.0	1.6	3.1	2.1	1.7	2.2	1.9	2.3	2.0	1.9	3.8	1.6	1.4	3.9	2.5	1.9	2.1
75	1.6	2.0	2.0	2.1	2.0	1.0	2.2	1.4	1.5	2.9	1.8	4.8	2.2	1.7	2.5	5.3	3.9	2.0
90	1.6	2.5	1.7	2.9	2.1	5.2	2.4	2.2	3.7	2.8	2.1	3.5	2.1	1.7	7.4	5.8	2.3	4.1
95	1.4	2.8	1.3	4.3	3.4	2.2	3.9	1.7	4.3	4.1	3.5	8.3	2.5	2.2	4.1	4.2	3.0	6.5
									Hispanic									
5	5.4	2.8	3.7	3.4	4.4	3.3	1.8	2.2	3.6	3.7	3.5	2.8	4.4	1.7	5.3	5.4	4.3	5.1
10	3.7	3.2	1.8	1.4	3.5	4.1	2.2	2.6	3.8	3.1	2.4	3.0	2.9	3.2	4.5	8.1	3.5	5.8
25	3.2	2.3	3.2	3.6	2.2	3.0	1.8	1.9	2.7	2.2	3.2	2.3	1.8	2.4	2.8	6.8	4.5	3.8
50	3.0	1.6	2.4	4.1	3.5	2.5	2.0	1.4	3.4	1.9	2.3	1.6	3.6	3.2	2.5	2.4	3.4	5.4
75	2.5	2.0	3.8	3.3	3.4	3.8	3.2	1.4	2.4	3.5	2.9	2.2	3.9	2.6	4.2	4.4	3.7	5.5
90	4.0	3.4	3.8	3.4	3.8	4.4	3.4	2.4	3.1	2.9	1.6	2.3	3.9	2.6	2.3	3.6	4.8	3.6
95	4.6	2.9	4.6	3.5	6.8	7.3	3.1	2.9	1.9	3.3	3.2	9.7	0.9	4.4	7.3	8.6	2.7	2.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table S18-6 Standard errors for table 18-7

Year	Below modal grade		At modal grade		Above modal grade	
	Percentage	Proficiency	Percentage	Proficiency	Percentage	Proficiency
			Age 9			
1978	0.9	1.1	0.9	0.9	0.2	7.1
1982	1.5	1.4	1.5	1.0	0.1	9.3
1986	1.7	1.0	1.7	1.0	0.1	—
1990	1.4	1.2	1.4	1.0	0.1	—
1992	1.2	1.2	1.2	0.7	0.1	—
1994	1.3	1.1	1.3	1.0	—	—
			Age 13			
1978	1.1	1.4	1.1	1.1	0.7	9.1
1982	1.4	1.4	1.4	0.9	1.4	6.3
1986	2.1	1.1	2.1	1.0	0.5	7.7
1990	1.3	1.0	1.4	0.9	0.5	16.5
1992	1.1	1.3	1.0	0.9	0.2	—
1994	1.3	1.2	1.3	1.0	—	—
			Age 17			
1978	0.6	1.1	0.7	1.0	0.5	1.0
1982	1.0	1.6	1.0	0.9	0.7	1.4
1986	0.9	1.6	1.2	0.9	0.7	3.0
1990	1.0	1.7	1.0	0.8	0.6	1.8
1992	1.1	1.4	1.0	0.8	0.5	2.4
1994	1.6	1.6	1.7	0.9	0.6	3.1

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table S19-1 Standard errors for table 19-2

Proficiency level	Age	Year					
		1977	1982	1986	1990	1992	1994
Level 350:	9	0.1	0.1	0.1	*0.0	0.1	*0.0
Integrates specialized	13	0.1	0.1	0.1	0.1	0.1	0.1
scientific information	17	0.4	0.4	0.7	0.5	0.7	0.8
Level 300:	9	0.3	0.7	0.5	0.3	0.3	0.4
Analyzes scientific	13	0.5	0.7	0.9	0.6	0.8	0.9
procedures and data	17	0.9	0.9	1.4	1.3	1.5	1.3
Level 250:	9	0.7	1.8	1.4	0.8	1.0	1.2
Applies general	13	1.1	1.6	1.6	1.0	1.1	1.1
scientific information	17	0.7	1.0	1.3	0.9	1.2	1.2
Level 200:	9	1.1	1.9	1.1	0.9	1.2	1.0
Understands simple	13	0.7	0.8	1.0	0.7	0.5	0.6
scientific principles	17	0.2	0.5	0.5	0.3	0.5	0.7
Level 150:	9	0.6	0.7	0.3	0.3	0.3	0.4
Knows everyday	13	0.2	0.1	0.1	0.1	0.1	0.1
science facts	17	*0.0	0.1	0.1	0.2	*0.0	0.1

* Standard errors less than 0.05 were rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table S19-2 Standard errors for table 19-3

Percentile	Age 9						Age 13						Age 17					
	1977	1982	1986	1990	1992	1994	1977	1982	1986	1990	1992	1994	1977	1982	1986	1990	1992	1994
All students																		
5	2.3	4.9	1.3	1.3	2.0	1.7	1.7	2.2	2.2	2.0	1.5	1.7	1.3	2.2	2.4	2.3	2.1	4.3
10	2.1	2.6	1.8	1.1	1.8	1.7	1.4	1.8	2.0	1.7	1.3	1.4	1.4	1.9	2.4	2.0	2.5	4.3
25	1.6	2.2	1.3	1.4	1.6	1.6	1.4	1.1	1.3	1.5	1.3	1.3	1.4	2.1	1.9	1.9	2.3	2.0
50	1.1	2.4	1.7	0.9	0.9	1.9	1.2	1.3	1.8	1.2	1.0	0.9	1.0	1.0	1.9	1.3	1.5	1.2
75	1.1	2.0	1.7	0.8	1.0	1.1	0.9	1.5	1.5	0.9	1.0	1.1	0.9	1.6	1.3	1.4	1.3	1.1
90	1.2	3.9	2.0	1.3	1.6	0.9	0.9	1.6	2.0	1.1	1.2	1.7	1.1	1.1	1.9	1.2	1.9	1.5
95	1.2	3.7	1.9	1.4	1.4	1.4	1.5	1.3	1.6	1.9	1.4	1.9	1.3	1.4	2.0	1.5	1.2	1.8
White																		
5	1.3	3.0	2.3	1.4	2.0	2.3	0.9	1.7	2.7	1.6	2.2	1.6	0.9	1.7	2.9	2.3	3.9	4.4
10	1.1	3.1	1.5	1.3	1.5	1.8	1.2	1.7	1.5	1.2	1.6	1.2	0.7	1.5	3.1	2.0	2.5	3.1
25	1.1	2.6	1.5	0.8	1.3	1.2	1.3	1.2	1.9	0.9	1.1	1.1	0.8	1.5	2.0	1.5	2.2	1.7
50	0.9	2.4	1.6	1.0	1.1	1.4	0.8	1.3	2.0	1.1	1.1	1.3	0.7	1.0	1.7	1.2	1.5	1.6
75	0.8	2.0	1.4	1.0	1.3	1.5	0.7	1.1	1.9	1.7	1.2	1.5	0.9	1.6	1.3	1.6	1.7	1.4
90	1.1	2.8	1.7	1.4	1.6	1.0	0.9	1.6	1.9	1.4	1.6	1.8	1.0	1.3	3.0	1.3	1.5	2.0
95	1.9	4.0	2.5	1.3	0.8	2.6	1.1	1.7	2.1	1.3	1.4	2.7	1.4	1.3	2.8	2.0	0.9	4.8
Black																		
5	3.5	11.0	3.2	4.2	4.2	2.7	3.2	3.1	1.7	5.5	3.7	5.9	1.5	3.1	4.8	10.1	4.0	5.0
10	3.4	8.3	3.5	3.8	4.0	3.2	2.4	3.1	2.2	6.1	3.8	5.5	1.9	3.5	4.9	3.1	4.1	3.5
25	2.4	4.9	2.6	2.6	3.5	2.8	2.2	2.4	3.0	3.7	3.6	3.6	1.4	3.2	4.2	4.3	1.7	5.5
50	2.5	5.0	2.2	2.5	3.0	2.3	2.5	1.3	2.8	3.0	2.4	5.3	1.8	3.0	5.9	3.0	3.2	3.1
75	1.8	3.8	1.5	1.7	3.4	3.3	2.6	2.2	3.6	2.6	3.6	4.2	2.0	2.2	3.4	6.0	5.9	5.1
90	2.9	4.7	3.7	2.4	3.0	2.4	3.4	3.5	4.9	4.2	2.7	7.0	2.6	3.9	4.2	11.3	10.3	3.8
95	2.9	3.3	3.5	5.4	4.6	1.6	2.7	1.9	2.5	3.7	7.6	13.3	2.6	1.6	5.8	10.2	8.7	4.5
Hispanic																		
5	7.0	9.6	10.1	5.5	3.0	9.1	3.5	4.9	5.6	4.7	3.7	3.1	5.2	6.1	9.3	6.2	10.5	6.9
10	3.3	16.8	5.2	4.3	3.9	4.1	3.0	4.1	4.5	4.5	6.4	1.8	4.0	7.2	3.8	11.1	14.6	5.7
25	4.3	7.4	3.4	3.7	3.5	3.4	3.5	3.6	5.5	4.1	3.8	3.3	3.9	3.3	5.6	3.6	8.6	7.7
50	3.6	4.8	6.7	3.7	4.1	2.2	2.5	4.4	3.8	3.3	4.5	2.7	2.4	2.5	5.8	5.7	11.0	12.0
75	3.2	3.4	4.1	4.1	2.3	4.8	3.5	5.1	3.4	5.1	3.4	5.0	5.1	3.4	3.6	10.6	2.8	5.7
90	4.9	5.6	5.4	4.4	5.5	6.5	2.0	5.1	3.5	5.9	2.5	7.1	4.4	3.4	7.6	5.1	6.7	5.8
95	6.4	7.6	6.7	6.9	3.5	4.3	4.4	6.1	3.8	2.8	4.2	6.8	4.4	11.0	6.3	9.1	6.0	4.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table S19-3 Standard errors for table 19-4

Parents' highest education level	Year	Age 9		Age 13		Age 17	
		Percentage of students	Average proficiency	Percentage of students	Average proficiency	Percentage of students	Average proficiency
Less than high school graduate	1977	0.4	2.2	0.7	1.3	0.9	1.3
	1982	0.9	6.0	0.6	1.9	0.7	2.4
	1986	0.4	2.9	1.0	2.7	0.4	3.1
	1990	0.4	2.7	0.5	2.1	0.6	2.8
	1992	0.3	2.6	0.5	2.9	0.6	3.8
	1994	0.4	3.4	0.4	2.5	0.5	4.2
Graduated from high school	1977	0.5	1.4	0.[illegible]	1.1	0.6	0.8
	1982	1.1	3.3	1.1	1.3	0.9	1.6
	1986	0.7	1.5	1.2	1.4	1.1	2.0
	1990	0.7	1.7	0.8	1.3	1.1	1.4
	1992	0.7	1.9	0.9	1.4	0.9	2.4
	1994	0.6	1.4	0.9	1.2	0.8	1.7
Some education after high school	1977	0.3	1.5	0.5	1.3	0.4	1.1
	1982	0.6	3.2	0.6	1.5	0.6	1.7
	1986	0.6	2.6	0.6	1.4	1.0	2.5
	1990	0.4	2.1	0.6	1.2	0.9	1.6
	1992	0.4	2.4	0.7	1.1	0.9	1.7
	1994	0.4	2.8	0.6	2.0	1.1	1.9
Graduated from college	1977	0.7	1.4	1.0	1.0	1.2	1.0
	1982	2.3	2.3	1.5	1.5	1.4	1.7
	1986	1.1	1.4	2.2	1.9	1.2	2.1
	1990	1.1	1.3	1.2	1.1	1.3	1.7
	1992	1.2	1.2	1.3	1.0	1.4	1.3
	1994	0.8	1.4	1.3	1.3	1.5	1.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table S19-4 Standard errors for table 19-5

Year	Below modal grade		At modal grade		Above modal grade	
	Percentage	Proficiency	Percentage	Proficiency	Percentage	Proficiency
			Age 9			
1977	1.0	1.6	1.0	1.2	0.1	6.2
1982	1.9	2.9	1.9	2.2	0.2	13.1
1986	1.7	1.6	1.7	1.2	0.1	10.7
1990	1.4	1.5	1.4	1.0	0.1	9.6
1992	1.2	1.4	1.2	1.0	0.1	16.2
1994	1.3	1.7	1.3	1.3	0.1	14.6
			Age 13			
1977	0.9	1.6	0.7	1.0	0.4	3.9
1982	1.3	1.6	1.3	1.3	0.1	8.2
1986	2.1	1.9	2.1	1.3	0.1	6.3
1990	1.3	1.6	1.4	1.0	0.2	17.5
1992	1.1	1.4	1.0	1.0	0.1	14.9
1994	1.3	1.5	1.3	1.1	0.7	24.7
			Age 17			
1977	0.6	1.4	0.6	0.9	0.5	1.5
1982	1.0	2.2	1.0	1.1	0.7	2.6
1986	0.9	2.7	1.2	1.6	0.7	4.3
1990	1.0	2.0	1.0	1.0	0.6	2.5
1992	1.1	2.6	1.0	1.2	0.5	4.1
1994	1.6	3.4	1.7	1.3	0.6	4.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

Table S20-1 Standard errors for table 20-1

	Average score			Percentile distribution				
Country	Total	Boys	Girls	5th	25th	50th	75th	95th
Singapore	4.9	6.3	5.4	5.8	8.9	7.2	4.5	7.5
Korea	2.4	3.2	3.4	4.0	5.0	3.9	2.7	7.1
Japan	1.9	2.6	2.1	2.1	6.8	2.5	1.4	4.8
Hong Kong	6.5	7.7	7.7	14.2	6.8	5.9	4.9	5.4
Belgium (Fl)	5.7	8.8	7.4	7.7	8.7	8.7	5.7	3.5
Czech Republic	4.9	4.5	6.3	3.5	2.6	7.5	8.5	12.6
Slovak Republic	3.3	3.7	3.6	1.6	0.6	4.4	3.9	2.7
Switzerland	2.8	3.5	3.1	6.3	2.1	6.1	2.9	2.8
Netherlands	6.7	7.8	6.4	10.6	9.1	9.2	7.4	6.9
Slovenia	3.1	3.8	3.3	2.5	3.6	6.7	4.0	4.3
Bulgaria	6.3	—	—	11.4	4.2	10.6	13.8	0.4
Austria	3.0	3.2	4.5	5.1	4.1	5.8	2.6	6.4
France	2.9	3.1	3.8	5.2	1.4	3.0	2.5	3.4
Hungary	3.2	3.6	3.6	2.3	2.1	2.6	2.7	9.2
Russian Federation	5.3	6.3	5.0	4.5	5.6	11.3	8.2	2.9
Australia	4.0	5.1	4.6	4.1	1.5	7.0	7.2	5.4
Canada	2.4	3.2	2.7	3.3	2.0	2.7	2.4	3.7
Ireland	5.1	7.2	6.0	6.5	4.9	8.2	9.6	3.3
Belgium (Fr)	3.4	4.7	3.7	13.8	1.1	5.5	3.7	6.2
Israel	6.2	6.6	6.9	6.3	7.5	9.3	4.9	7.2
Thailand	5.7	5.6	7.0	3.7	4.4	5.9	6.8	12.0
Sweden	3.0	3.6	3.1	2.9	6.0	3.7	3.4	4.7
Germany	4.5	5.1	5.0	8.2	9.4	6.3	7.5	10.9
New Zealand	4.5	5.9	5.3	3.1	4.0	5.0	5.5	9.1
England	2.6	5.1	3.5	8.8	4.8	3.5	2.7	4.1
Norway	2.2	2.8	2.7	5.5	2.0	2.8	3.1	5.9
Denmark	2.8	3.2	3.4	9.8	2.9	4.9	2.2	5.9
United States	4.6	5.2	4.5	3.3	3.4	6.4	8.2	3.7
Scotland	5.5	6.6	5.2	2.1	3.2	7.2	7.1	15.3
Latvia (LSS)	3.1	3.8	3.5	5.2	2.6	3.3	4.3	8.1
Iceland	4.5	5.5	5.6	4.3	3.3	6.2	4.8	21.0
Spain	2.0	2.5	2.6	2.0	2.5	1.8	3.5	3.9
Greece	3.1	3.7	3.1	2.8	1.9	3.8	3.6	6.6
Romania	4.0	4.8	4.0	3.1	3.0	5.5	5.2	9.7
Lithuania	3.5	4.0	4.1	5.0	3.1	5.3	4.3	8.5
Cyprus	1.9	2.8	2.5	3.3	1.2	1.6	3.2	7.3
Portugal	2.5	2.8	2.7	3.0	1.0	2.2	6.7	7.1
Iran, Islamic Rep.	2.2	2.9	3.3	4.4	2.2	2.9	5.8	9.8
Kuwait	2.5	—	—	4.7	3.5	5.0	3.2	6.1
Colombia	3.4	6.9	3.6	5.8	4.4	3.6	6.1	7.5
South Africa	4.4	6.3	4.1	3.7	2.2	2.0	4.9	10.4

— Not available.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996, tables 1.1, 1.6, and E.1.

Table S20-2 Standard errors for table 20-2

Country	Average score			Percentile distribution				
	Total	Boys	Girls	5th	25th	50th	75th	95th
Singapore	5.5	6.7	7.0	5.2	7.4	7.4	6.5	6.1
Czech Republic	4.3	4.2	5.8	4.9	2.9	5.3	5.1	4.5
Japan	1.6	2.4	2.0	0.5	4.3	1.5	1.8	1.7
Bulgaria	5.3	—	—	5.2	2.0	7.3	4.3	6.9
Korea	1.9	2.7	2.3	1.2	1.8	2.4	4.1	1.4
Netherlands	5.0	6.4	4.9	11.7	9.3	6.0	5.0	8.8
Slovenia	2.5	3.2	3.2	2.9	4.7	4.2	3.6	4.6
Austria	3.7	4.0	4.6	6.0	4.1	3.7	6.0	2.6
Hungary	2.8	3.1	3.4	6.1	5.2	4.2	4.2	2.5
England	3.3	5.6	4.2	2.0	5.2	5.9	4.7	6.7
Belgium (Fl)	4.2	6.0	5.8	5.3	6.6	4.9	4.5	1.4
Australia	3.9	5.2	4.1	6.6	4.6	6.5	3.9	1.4
Slovak Republic	3.2	3.5	3.9	7.1	8.8	5.6	4.3	2.3
Ireland	4.5	6.6	5.2	2.6	10.1	5.0	4.9	1.9
Russian Federation	4.0	4.9	3.7	8.5	8.1	5.3	3.6	8.0
Sweden	3.0	3.4	3.4	5.5	6.2	5.2	4.1	1.7
United States	4.7	4.9	5.2	6.3	7.7	6.5	5.4	8.6
Canada	2.6	3.1	3.7	3.7	4.2	4.0	3.0	3.8
Germany	4.8	5.9	4.9	9.3	6.6	8.5	4.2	5.5
Norway	1.9	3.2	2.0	3.8	1.9	3.0	1.9	4.7
New Zealand	4.4	5.4	5.2	6.9	6.3	5.5	3.6	3.7
Thailand	3.7	3.9	4.3	2.3	4.5	5.6	4.8	4.2
Israel	5.7	6.4	6.1	14.7	9.1	10.4	5.3	11.1
Hong Kong	4.7	5.5	5.1	10.6	7.1	7.2	4.1	1.4
Switzerland	2.5	3.2	3.0	3.9	5.2	4.9	4.6	0.9
Scotland	5.1	6.4	4.7	7.7	4.3	6.7	6.3	6.2
Spain	1.7	2.1	2.3	4.0	1.7	2.9	3.1	3.3
France	2.5	2.7	3.3	3.9	4.6	3.9	3.1	4.6
Greece	2.2	2.6	3.1	3.8	2.3	2.2	3.0	1.4
Iceland	4.0	5.1	4.6	0.6	5.3	3.8	6.9	14.7
Romania	4.7	5.3	5.0	3.8	8.5	5.2	6.7	6.6
Latvia (LSS)	2.7	3.3	3.2	4.4	5.4	2.4	3.0	6.5
Portugal	2.3	2.8	2.7	4.4	1.1	1.4	2.1	5.3
Denmark	3.1	3.6	3.9	5.4	3.8	3.6	3.2	3.0
Lithuania	3.4	3.8	4.0	2.7	8.5	5.8	3.1	5.3
Belgium (Fr)	2.8	4.8	2.9	5.4	3.9	5.3	4.5	5.7
Iran, Islamic Rep.	2.4	3.8	3.2	4.3	2.5	2.8	2.3	6.8
Cyprus	1.9	2.2	2.7	1.4	2.8	3.0	2.9	4.2
Kuwait	3.7	—	—	7.1	5.4	3.4	4.9	2.7
Colombia	4.1	7.3	4.6	8.3	6.4	5.8	8.8	2.6
South Africa	6.6	9.5	6.0	2.8	4.7	3.6	9.2	15.3

— Not available.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Science Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996, tables 1.1, 1.6, and E.1.

Table S22-1 Standard errors for table 22-1

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.5	0.7	0.7	0.5	0.7	0.7	2.2	3.2	2.9	2.9	4.3	3.9
1972	0.5	0.7	0.7	0.5	0.7	0.7	2.1	3.2	2.8	2.9	4.3	4.0
1973	0.5	0.6	0.6	0.5	0.7	0.7	2.0	3.0	2.7	2.6	3.8	3.5
1974	0.4	0.6	0.6	0.4	0.6	0.6	1.9	2.8	2.6	2.5	3.6	3.4
1975	0.4	0.6	0.6	0.4	0.6	0.6	1.8	2.7	2.5	2.5	3.5	3.4
1976	0.4	0.5	0.6	0.4	0.5	0.6	1.7	2.7	2.3	2.5	3.6	3.4
1977	0.4	0.5	0.6	0.4	0.5	0.6	1.7	2.4	2.3	2.5	3.6	3.4
1978	0.4	0.5	0.5	0.4	0.5	0.5	1.6	2.4	2.2	2.3	3.3	3.2
1979	0.4	0.5	0.5	0.4	0.5	0.5	1.6	2.5	2.2	2.3	3.4	3.2
1980	0.4	0.5	0.5	0.4	0.5	0.5	1.5	2.3	2.0	2.2	3.1	3.0
1981	0.4	0.5	0.5	0.3	0.5	0.5	1.5	2.1	2.0	2.1	3.0	2.9
1982	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.1	1.9	2.1	3.1	2.9
1983	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.1	1.9	2.2	3.1	3.0
1984	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.2	1.8	2.1	3.0	2.9
1985	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.0	1.9	2.1	3.1	2.9
1986	0.4	0.5	0.5	0.4	0.5	0.5	1.3	1.7	1.8	2.0	2.9	2.9
1987	0.4	0.5	0.5	0.4	0.5	0.5	1.3	1.8	1.8	2.0	2.8	2.8
1988	0.4	0.6	0.5	0.4	0.6	0.5	1.5	2.2	2.0	2.3	3.2	3.2
1989	0.4	0.6	0.5	0.4	0.6	0.5	1.4	2.2	1.9	2.2	3.1	3.2
1990	0.4	0.6	0.5	0.4	0.6	0.5	1.4	2.1	1.9	2.0	2.7	2.8
1991	0.4	0.6	0.5	0.4	0.6	0.5	1.4	1.9	2.0	2.0	2.8	2.9
High school diploma or equivalency certificate												
1992	0.4	0.5	0.5	0.4	0.6	0.5	1.4	2.0	2.0	2.0	2.7	2.9
1993	0.4	0.6	0.5	0.4	0.6	0.5	1.4	1.9	2.0	1.9	2.7	2.8
1994	0.4	0.6	0.5	0.4	0.6	0.5	1.3	2.1	1.8	1.8	2.4	2.6
1995	0.4	0.6	0.5	0.4	0.5	0.5	1.2	1.7	1.8	1.8	2.5	2.6
1996	0.4	0.6	0.5	0.4	0.5	0.5	1.3	1.8	1.8	1.8	2.4	2.7

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S22-2 Standard errors for table 22-2

	All			White			Black			Hispanic		
March	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.7	1.0	0.9	0.7	1.0	1.0	2.6	3.9	3.6	3.8	5.8	4.9
1972	0.7	0.9	0.9	0.7	1.0	1.0	2.6	3.9	3.4	3.9	6.0	5.2
1973	0.6	0.9	0.9	0.7	1.0	1.0	2.5	3.7	3.3	3.3	5.0	4.2
1974	0.6	0.9	0.9	0.7	0.9	1.0	2.4	3.5	3.3	3.3	4.8	4.5
1975	0.6	0.9	0.9	0.7	0.9	0.9	2.3	3.5	3.1	3.3	4.9	4.4
1976	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.4	2.9	3.2	4.8	4.2
1977	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.2	3.0	3.3	4.6	4.6
1978	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.2	2.9	3.1	4.4	4.3
1979	0.6	0.8	0.8	0.6	0.9	0.9	2.1	3.2	2.9	3.1	4.6	4.1
1980	0.6	0.8	0.8	0.6	0.9	0.9	2.0	3.0	2.7	2.8	4.1	3.8
1981	0.6	0.8	0.8	0.6	0.9	0.9	2.0	2.9	2.7	2.7	3.9	3.6
1982	0.6	0.8	0.8	0.6	0.9	0.9	2.0	3.0	2.7	2.7	4.0	3.8
1983	0.6	0.8	0.8	0.6	0.9	0.9	2.0	2.9	2.7	2.8	4.1	4.0
1984	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.9	2.6	2.8	4.1	3.8
1985	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.8	2.6	2.8	4.1	3.8
1986	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.7	2.6	2.7	3.8	3.7
1987	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.7	2.6	2.6	3.7	3.7
1988	0.6	0.9	0.9	0.7	1.0	1.0	2.0	3.0	2.8	3.0	4.2	4.2
1989	0.6	0.9	0.9	0.7	1.0	1.0	2.0	3.0	2.7	2.9	4.0	4.2
1990	0.6	0.8	0.8	0.7	1.0	0.9	2.0	2.9	2.7	2.6	3.6	3.7
1991	0.6	0.8	0.8	0.7	1.0	1.0	2.0	2.8	2.7	2.6	3.6	3.8
Some college												
1992	0.6	0.8	0.8	0.7	1.0	1.0	2.0	2.9	2.8	2.6	3.5	3.8
1993	0.6	0.9	0.8	0.7	1.0	1.0	2.0	2.9	2.8	2.5	3.5	3.7
1994	0.6	0.9	0.8	0.7	1.0	1.0	2.0	3.0	2.7	2.4	3.2	3.4
1995	0.6	0.9	0.8	0.7	1.0	1.0	2.0	2.9	2.7	2.4	3.4	3.4
1996	0.6	0.8	0.8	0.7	1.0	0.9	2.0	2.9	2.7	2.3	3.1	3.5

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S22-3 Standard errors for table 22-3

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.6	0.9	0.7	0.6	0.9	0.8	1.8	2.8	2.4	2.5	4.3	2.7
1972	0.6	0.8	0.7	0.6	0.9	0.8	1.8	2.7	2.5	2.3	3.6	2.8
1973	0.5	0.8	0.7	0.6	0.9	0.8	1.8	2.5	2.4	2.2	3.4	2.9
1974	0.5	0.8	0.7	0.6	0.9	0.8	1.6	2.4	2.1	2.0	2.7	3.0
1975	0.5	0.8	0.7	0.6	0.9	0.8	1.7	2.6	2.3	2.5	3.9	3.2
1976	0.5	0.8	0.7	0.6	0.8	0.8	1.8	2.6	2.4	2.2	3.7	2.5
1977	0.5	0.8	0.7	0.6	0.9	0.8	1.7	2.4	2.3	2.1	3.0	3.0
1978	0.5	0.8	0.7	0.6	0.8	0.8	1.6	2.2	2.2	2.3	3.3	3.4
1979	0.5	0.8	0.7	0.6	0.8	0.8	1.6	2.5	2.1	2.1	3.2	2.7
1980	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.1	2.0	1.9	2.9	2.6
1981	0.5	0.7	0.7	0.5	0.8	0.7	1.4	2.1	1.9	1.8	2.8	2.3
1982	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.1	2.0	2.0	3.1	2.7
1983	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.2	2.0	2.2	3.1	3.1
1984	0.5	0.7	0.7	0.6	0.8	0.8	1.4	2.2	1.8	2.1	3.1	3.0
1985	0.5	0.7	0.7	0.6	0.8	0.8	1.4	1.9	1.9	2.1	3.2	2.9
1986	0.5	0.7	0.7	0.6	0.8	0.8	1.3	1.8	1.9	1.9	2.8	2.7
1987	0.5	0.7	0.7	0.6	0.8	0.8	1.3	1.9	1.8	1.9	2.7	2.5
1988	0.5	0.8	0.7	0.6	0.9	0.9	1.5	2.2	2.0	2.3	3.4	3.1
1989	0.5	0.8	0.8	0.6	0.9	0.9	1.5	2.2	2.0	2.2	2.9	3.2
1990	0.5	0.8	0.7	0.6	0.9	0.8	1.5	2.3	1.9	1.8	2.5	2.7
1991	0.5	0.8	0.7	0.6	0.9	0.9	1.3	2.0	1.8	2.0	2.6	3.0
Bachelor's degree or higher												
1992	0.5	0.8	0.8	0.6	0.9	0.9	1.4	2.0	1.9	1.9	2.5	2.8
1993	0.5	0.8	0.8	0.6	0.9	0.9	1.5	2.1	2.1	1.7	2.3	2.6
1994	0.5	0.8	0.8	0.7	0.9	0.9	1.5	2.1	2.1	1.6	2.0	2.5
1995	0.6	0.8	0.8	0.7	0.9	0.9	1.5	2.3	2.0	1.8	2.4	2.6
1996	0.6	0.8	0.8	0.7	1.0	1.0	1.5	2.0	2.2	1.7	2.4	2.5

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S24-1 Standard errors for table 24-1

	1982					1987				
Mathematics and science courses (credits)	White	Black	His-panic	Asian/ Pacific Islander	American Indian/ Alaskan Native	White	Black	His-panic	Asian/ Pacific Islander	American Indian/ Alaskan Native
Mathematics										
Any mathematics (1.00)	0.2	0.3	0.5	*0.0	0.4	0.1	0.3	0.2	0.1	0.8
Algebra I (1.00)	1.0	1.8	1.6	5.4	6.5	1.3	1.3	1.8	2.4	2.1
Geometry (1.00)	0.9	1.8	1.4	4.7	7.0	1.2	2.0	1.7	2.6	4.0
Algebra II (0.50)	1.1	1.8	1.2	5.9	3.4	1.4	1.4	2.1	5.0	3.4
Trigonometry (0.50)	0.7	0.8	0.8	3.1	1.4	1.7	1.1	0.9	5.4	1.4
Analysis/pre-calculus (0.50)	0.5	0.4	0.5	3.2	1.7	1.0	0.8	1.0	6.0	1.1
Statistics/probability (0.50)	0.2	0.2	0.1	0.7	*0.0	0.4	0.1	0.1	0.7	*0.0
Calculus (1.00)	0.4	0.4	0.3	2.7	2.2	0.4	0.3	0.7	4.1	0.4
AP calculus (1.00)	0.3	0.1	0.1	1.6	0.1	0.3	0.3	0.6	4.7	0.4
Science										
Any science (1.00)	0.3	0.4	1.0	1.2	5.0	0.2	0.4	0.4	0.3	0.6
Biology (1.00)	0.9	2.0	2.0	2.2	6.8	1.1	1.8	1.5	1.4	1.9
AP/honors biology (1.00)	0.6	1.2	0.6	2.5	0.6	0.4	0.4	0.5	1.2	0.1
Chemistry (1.00)	0.9	1.4	1.0	4.4	6.8	1.2	1.7	1.5	3.8	2.0
AP/honors chemistry (1.00)	0.4	0.6	0.4	1.3	0.9	0.4	0.2	0.6	2.5	0.3
Physics (1.00)	0.6	0.7	0.6	3.4	3.1	1.0	1.0	1.0	4.2	2.4
AP/honors physics (1.00)	0.2	0.4	0.1	1.0	*0.0	0.3	0.1	0.3	1.5	0.5
Engineering (1.00)	0.1	0.1	0.1	*0.0	*0.0	*0.0	0.4	0.1	0.2	*0.0
Astronomy (0.50)	0.2	0.2	0.2	*0.0	*0.0	0.2	0.2	0.2	0.3	0.5
Geology/earth science (0.50)	0.8	1.7	1.1	2.1	6.1	2.2	2.7	1.8	3.3	2.4
Biology and chemistry (2.00)	0.9	1.4	1.0	4.0	7.2	1.2	1.8	1.4	4.0	2.2
Biology, chemistry, and physics (3.00)	0.6	0.7	0.5	3.9	3.1	0.8	1.0	0.8	4.2	2.2

Table S24-1 Standard errors for table 24-1—Continued

Mathematics and science courses (credits)	1990 White	1990 Black	1990 His-panic	1990 Asian/ Pacific Islander	1990 American Indian/ Alaskan Native	1994 White	1994 Black	1994 His-panic	1994 Asian/ Pacific Islander	1994 American Indian/ Alaskan Native
Mathematics										
Any mathematics (1.00)	0.1	0.1	0.1	0.2	*0.0	0.1	0.2	0.2	*0.0	0.7
Algebra I (1.00)	2.0	2.4	2.7	3.1	8.4	1.6	2.9	1.4	2.4	4.9
Geometry (1.00)	1.4	2.6	2.8	2.8	2.8	1.6	3.1	1.8	3.9	4.4
Algebra II (0.50)	1.1	2.8	2.7	4.9	4.8	1.4	2.6	1.8	5.0	6.4
Trigonometry (0.50)	1.4	1.9	1.5	3.8	4.5	1.6	1.1	1.0	2.8	1.8
Analysis/pre-calculus (0.50)	1.0	1.0	0.6	6.6	3.1	1.1	1.2	1.3	5.4	2.2
Statistics/probability (0.50)	0.2	0.4	0.5	0.5	0.3	0.4	1.0	0.3	0.3	0.8
Calculus (1.00)	0.5	0.5	0.7	3.3	2.8	0.6	0.6	0.5	3.3	1.2
AP calculus (1.00)	0.5	0.3	0.6	2.8	2.6	0.6	0.4	0.4	2.9	1.4
Science										
Any science (1.00)	0.2	0.2	0.2	0.2	*0.0	0.1	0.2	0.2	0.4	0.3
Biology (1.00)	1.0	2.2	1.4	2.8	4.4	1.2	2.1	0.7	1.3	2.3
AP/honors biology (1.00)	0.7	1.7	0.7	2.2	1.2	0.6	0.8	0.9	1.8	1.3
Chemistry (1.00)	1.4	2.2	2.9	4.0	4.5	1.1	2.7	2.8	5.0	5.4
AP/honors chemistry (1.00)	0.6	1.0	0.4	1.9	2.6	0.6	0.7	0.6	1.5	0.6
Physics (1.00)	0.7	1.6	1.3	3.5	3.8	1.1	1.2	1.4	4.8	2.8
AP/honors physics (1.00)	0.4	0.3	0.4	2.6	0.5	0.4	0.4	0.5	1.4	0.3
Astronomy (0.50)	0.4	0.2	0.5	0.3	1.3	0.6	0.2	0.2	0.4	1.2
Geology/earth science (0.50)	3.0	2.5	3.1	1.8	9.7	2.8	5.0	3.0	2.2	8.7
Biology and chemistry (2.00)	1.4	2.2	2.7	3.4	4.5	1.4	2.8	2.6	4.6	5.4
Biology, chemistry, and physics (3.00)	0.8	1.2	1.2	2.6	3.1	1.0	1.2	1.1	4.2	2.4

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study* Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School *Graduates*, 1996.

Table S24-2 Standard errors for table 24-2

Mathematics and science courses (credits)	1982			1987			1990			1994		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Mathematics												
Any mathematics (1.00)	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Algebra I (1.00)	0.9	1.0	1.2	1.0	1.2	1.1	1.6	1.7	1.8	1.4	1.4	1.4
Geometry (1.00)	0.8	0.8	1.2	1.0	1.2	1.0	1.3	1.6	1.3	1.4	1.5	1.4
Algebra II (0.50)	0.9	1.1	1.0	1.2	1.4	1.2	1.1	1.3	1.3	1.3	1.3	1.4
Trigonometry (0.50)	0.6	1.0	0.5	1.5	1.8	1.4	1.3	1.4	1.3	1.3	1.4	1.4
Analysis/pre-calculus (0.50)	0.5	0.5	0.6	0.9	1.0	0.8	1.0	1.1	0.9	0.8	0.8	0.9
Statistics/probability (0.50)	0.2	0.2	0.2	0.3	0.4	0.3	0.2	0.3	0.2	0.3	0.4	0.4
Calculus (1.00)	0.4	0.5	0.4	0.4	0.5	0.4	0.5	0.6	0.4	0.5	0.6	0.6
AP calculus (1.00)	0.3	0.3	0.3	0.4	0.5	0.4	0.4	0.6	0.4	0.5	0.6	0.5
Science												
Any science (1.00)	0.3	0.3	0.4	0.2	0.3	0.1	0.1	0.3	1.0	0.1	0.2	0.1
Biology (1.00)	0.8	1.0	1.1	1.0	1.2	0.8	1.0	1.1	0.9	1.0	1.1	0.9
AP/honors biology (1.00)	0.5	0.5	0.6	0.4	0.5	0.4	0.8	0.6	0.9	0.6	0.6	0.6
Chemistry (1.00)	0.8	1.1	0.7	1.1	1.3	1.2	1.2	1.4	1.3	1.0	1.0	1.2
AP/honors chemistry (1.00)	0.4	0.4	0.4	0.4	0.4	0.3	0.5	0.5	0.5	0.5	0.6	0.5
Physics (1.00)	0.5	1.0	0.4	0.9	1.0	0.9	0.8	0.9	0.8	0.8	1.0	0.9
AP/honors physics (1.00)	0.1	0.2	0.1	0.3	0.4	0.2	0.4	0.5	0.3	0.3	0.4	0.3
Engineering (1.00)	0.1	0.1	*0.0	0.1	0.1	0.1	*0.0	0.1	*0.0	0.1	0.1	0.1
Astronomy (0.50)	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.4	0.3	0.5	0.6	0.4
Geology/earth science (0.50)	0.6	0.7	0.8	1.9	1.8	2.0	2.4	2.4	2.5	2.4	2.4	2.5
Biology and chemistry (2.00)	0.8	1.2	0.6	1.1	1.3	1.2	1.3	1.4	1.3	1.2	1.2	1.4
Biology, chemistry, and physics (3.00)	0.5	0.8	0.4	0.7	0.8	0.7	0.7	0.8	0.8	0.8	0.8	0.9

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates,* 1996.

Table S24-3 Standard errors for table 24-3

Mathematics and science courses (credits)	1982		1987		1990		1994	
	Public	Private	Public	Private	Public	Private	Public	Private
Mathematics								
Any mathematics (1.00)	0.2	0.1	0.1	0.1	0.1	0.2	0.1	0.1
Algebra I (1.00)	0.9	2.7	1.1	3.0	1.8	2.2	1.5	3.9
Geometry (1.00)	0.9	2.7	1.0	2.1	1.4	2.2	1.4	2.3
Algebra II (0.50)	0.8	2.6	1.1	3.0	1.2	2.7	1.3	2.9
Trigonometry (0.50)	0.6	2.2	1.5	3.9	1.4	3.9	1.3	5.9
Analysis/pre-calculus (0.50)	0.4	2.3	0.9	3.1	1.1	3.4	0.9	3.5
Statistics/probability (0.50)	0.2	0.6	0.3	1.2	0.2	1.0	0.4	0.9
Calculus (1.00)	0.3	1.9	0.4	2.3	0.5	1.3	0.5	2.1
AP calculus (1.00)	0.3	1.0	0.4	1.3	0.4	1.4	0.5	2.1
Science								
Any science (1.00)	0.3	0.2	0.2	0.1	0.2	*0.0	0.3	0.2
Biology (1.00)	0.9	1.5	1.0	1.2	1.1	0.5	1.1	0.8
AP/honors biology (1.00)	0.5	2.0	0.3	1.9	0.8	0.9	0.5	3.8
Chemistry (1.00)	0.8	2.4	1.0	3.4	1.4	2.7	1.0	3.4
AP/honors chemistry (1.00)	0.4	1.6	0.3	1.2	0.5	0.5	0.5	1.6
Physics (1.00)	0.5	1.9	1.0	2.1	0.8	2.3	0.9	3.6
AP/honors physics (1.00)	0.2	0.6	0.2	1.7	0.4	0.8	0.4	1.3
Engineering (1.00)	0.1	0.1	0.1	*0.0	*0.0	0.1	0.1	*0.0
Astronomy (0.50)	0.2	0.1	0.2	0.2	0.3	0.3	0.6	0.2
Geology/earth science (0.50)	0.6	2.3	2.2	3.9	2.6	4.1	2.5	10.1
Biology and chemistry (2.00)	0.9	2.6	1.0	3.4	1.4	2.7	1.1	3.4
Biology, chemistry, and physics (3.00)	0.5	1.6	0.8	2.2	0.7	2.0	0.8	3.2

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates*, 1996.

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Table S24-4 Standard errors for table 24-4

Mathematics and science courses (credits)	1987				1994			
	Big city	Urban fringe	Medium city	Small place	Big city	Urban fringe	Medium city	Small place
Mathematics								
Any mathematics (1.00)	0.2	0.1	0.2	0.2	0.1	0.1	0.2	0.1
Algebra I (1.00)	3.2	2.4	3.5	2.1	2.6	3.2	3.5	2.1
Geometry (1.00)	3.0	2.1	4.4	2.0	3.1	2.6	2.9	1.6
Algebra II (0.50)	2.9	2.1	2.6	1.8	3.3	2.2	2.5	1.9
Trigonometry (0.50)	3.3	2.8	3.2	2.4	3.0	3.0	3.2	1.7
Analysis/pre-calculus (0.50)	2.8	1.9	2.5	1.3	2.2	2.4	1.9	1.4
Statistics/probability (0.50)	0.6	0.4	0.0	0.5	0.9	0.8	0.6	0.4
Calculus (1.00)	1.5	0.9	0.7	0.5	1.0	1.2	0.8	0.8
AP calculus (1.00)	1.6	0.8	0.9	0.5	0.9	1.2	0.9	0.8
Science								
Any science (1.00)	0.1	0.3	0.1	0.2	0.1	0.3	0.1	0.2
Biology (1.00)	1.4	1.7	1.7	1.6	4.2	1.3	2.4	1.0
AP/honors biology (1.00)	2.3	0.9	0.8	0.4	1.8	1.6	1.4	0.6
Chemistry (1.00)	3.0	2.4	3.1	1.8	3.0	2.0	2.4	1.3
AP/honors chemistry (1.00)	0.8	1.2	0.9	0.5	0.7	1.4	0.8	0.8
Physics (1.00)	2.0	1.4	3.0	1.5	2.0	2.7	2.1	1.1
AP/honors physics (1.00)	1.6	0.5	0.7	0.3	0.7	1.0	1.0	0.2
Engineering (1.00)	0.1	*0.0	*0.0	*0.0	0.2	0.4	0.2	*0.0
Astronomy (0.50)	1.3	0.5	0.9	0.2	0.4	1.1	1.2	0.6
Geology/earth science (0.50)	3.5	3.5	3.5	3.5	6.8	4.8	6.1	3.4
Biology and chemistry (2.00)	3.0	2.5	3.1	1.9	4.3	1.9	2.3	1.3
Biology, chemistry, and physics (3.00)	1.9	1.3	2.2	1.0	2.4	2.3	1.8	1.9

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates*, 1996.

Table S24-5 Standard errors for table 24-5

Mathematics and science courses (credits)	1982 Northeast	1982 South	1982 Midwest	1982 West	1994 Northeast	1994 South	1994 Midwest	1994 West
Mathematics								
Any mathematics (1.00)	0.4	0.2	0.4	0.6	0.2	0.1	0.2	0.2
Algebra I (1.00)	2.0	1.5	1.5	2.1	3.6	1.8	3.2	3.6
Geometry (1.00)	2.2	1.1	1.3	1.7	4.9	1.6	2.6	2.5
Algebra II (0.50)	2.0	1.4	1.0	1.7	2.7	1.6	2.6	3.6
Trigonometry (0.50)	2.0	0.8	1.2	1.2	4.6	1.4	3.0	2.1
Analysis/pre-calculus (0.50)	1.2	0.9	0.6	0.8	2.6	1.0	1.8	1.7
Statistics/probability (0.50)	0.4	0.2	0.2	0.2	0.6	0.4	0.9	0.6
Calculus (1.00)	1.0	0.4	0.4	0.7	1.9	0.6	1.1	1.2
AP calculus (1.00)	0.9	0.3	0.2	0.6	1.4	0.6	1.2	1.0
Science								
Any science (1.00)	0.6	0.3	0.8	0.9	0.2	0.1	0.3	0.2
Biology (1.00)	1.4	1.6	1.4	2.0	0.6	0.7	2.9	3.0
AP/honors biology (1.00)	1.1	0.7	0.8	0.6	1.1	1.0	1.1	1.3
Chemistry (1.00)	1.6	1.2	1.1	1.5	2.0	1.7	1.9	2.9
AP/honors chemistry (1.00)	1.1	0.4	0.5	0.7	1.4	0.9	1.2	0.6
Physics (1.00)	1.2	0.7	1.0	1.6	2.8	1.2	1.4	2.4
AP/honors physics (1.00)	0.5	0.2	0.2	0.4	1.3	0.4	0.6	0.8
Engineering (1.00)	0.2	*0.0	0.1	0.1	0.3	0.2	*0.0	0.1
Astronomy (0.50)	0.4	0.3	0.3	0.2	0.4	0.3	1.7	0.3
Geology/earth science (0.50)	2.5	1.8	1.5	2.0	7.5	4.2	4.0	4.3
Biology and chemistry (2.00)	1.5	1.0	1.1	1.8	1.9	1.7	3.0	2.5
Biology, chemistry, and physics (3.00)	1.0	0.7	0.8	1.2	2.3	1.1	1.6	2.1

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates,* 1996.

Table S24-6 Standard errors for table 24-6

Mathematics and science courses (credits)	1982				1994			
	Academic	Vocational	Both	Neither	Academic	Vocational	Both	Neither
Mathematics								
Any mathematics (1.00)	0.1	0.4	0.1	0.4	*0.0	0.5	*0.0	0.7
Algebra I (1.00)	1.3	1.4	1.6	1.4	1.5	2.6	1.6	2.4
Geometry (1.00)	1.5	1.2	1.5	1.8	1.2	2.1	2.0	3.0
Algebra II (0.50)	1.3	0.7	1.7	1.6	1.5	1.4	1.8	2.2
Trigonometry (0.50)	1.2	0.2	1.2	0.6	1.8	0.4	1.2	1.2
Analysis/pre-calculus (0.50)	1.2	0.1	0.6	0.5	1.2	0.3	0.9	0.7
Statistics/probability (0.50)	0.4	0.1	0.5	0.1	0.4	0.2	0.4	0.2
Calculus (1.00)	0.8	*0.0	0.8	0.2	0.7	0.1	0.5	0.5
AP calculus (1.00)	0.5	*0.0	0.7	0.1	0.7	0.1	0.4	0.3
Science								
Any science (1.00)	0.1	0.7	0.2	0.7	*0.0	1.0	*0.0	0.6
Biology (1.00)	0.8	1.7	1.2	1.5	1.1	2.5	0.8	2.7
AP/honors biology (1.00)	1.0	0.2	0.9	0.6	0.8	0.1	0.5	0.2
Chemistry (1.00)	1.2	0.6	1.1	1.0	1.1	0.9	1.6	2.3
AP/honors chemistry (1.00)	0.8	0.1	0.9	0.2	0.8	*0.0	0.5	0.1
Physics (1.00)	1.0	0.3	1.3	0.3	1.1	0.4	0.9	0.8
AP/honors physics (1.00)	0.3	0.1	0.4	*0.0	0.5	*0.0	0.2	0.2
Engineering (1.00)	0.1	0.1	*0.0	0.1	0.1	*0.0	0.1	0.1
Astronomy (0.50)	0.3	0.4	0.3	0.2	0.6	0.2	0.4	0.9
Geology/earth science (0.50)	1.3	0.6	1.8	1.4	2.5	3.4	3.6	2.6
Biology and chemistry (2.00)	1.3	0.3	1.1	0.9	1.5	0.8	1.5	2.0
Biology, chemistry, and physics (3.00)	1.1	0.1	0.9	0.2	1.1	*0.0	0.8	0.4

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates*, 1996.

Table S29-1 Standard errors for table 29-1

October	Recent high school graduates not enrolled in college			Recent school dropouts		
	Total	Male	Female	Total	Male	Female
1960	2.7	4.0	3.6	4.7	6.6	6.4
1961	2.7	4.3	3.5	4.6	6.3	6.4
1962	2.6	3.6	3.6	5.0	7.5	5.8
1963	2.7	4.0	3.5	5.2	7.2	6.5
1964	2.5	3.4	3.3	3.5	5.1	4.1
1965	2.2	2.7	3.0	3.3	4.3	4.3
1966	2.3	3.1	3.0	3.6	4.7	4.8
1967	1.9	2.6	2.6	2.8	3.7	3.9
1968	1.9	2.7	2.5	2.8	3.8	3.8
1969	1.8	2.3	2.4	2.7	3.5	3.6
1970	1.9	2.4	2.6	2.6	3.6	3.5
1971	1.8	2.4	2.5	2.7	3.7	3.7
1972	1.7	2.2	2.4	2.7	3.6	3.4
1973	1.6	2.0	2.3	2.6	3.3	3.8
1974	1.6	2.2	2.3	2.6	3.3	3.5
1975	1.7	2.3	2.4	2.6	3.8	3.4
1976	1.7	2.2	2.5	2.6	3.5	3.5
1977	1.6	2.2	2.3	2.6	3.4	3.7
1978	1.6	2.0	2.3	2.6	3.3	3.7
1979	1.6	2.1	2.3	2.6	3.5	3.5
1980	1.7	2.2	2.4	2.7	3.5	3.9
1981	1.8	2.5	2.5	2.7	3.8	3.6
1982	1.9	2.6	2.7	2.9	4.1	4.1
1983	1.9	2.8	2.7	3.2	4.3	4.5
1984	2.0	2.8	2.7	3.1	4.3	4.4
1985	2.2	3.1	3.0	3.1	4.3	4.3
1986	2.0	2.8	2.8	3.2	4.4	4.6
1987	2.0	2.7	2.9	3.3	4.5	4.8
1988	2.2	3.0	3.3	3.5	4.7	4.9
1989	2.4	3.1	3.6	3.9	5.3	5.7
1990	2.4	3.1	3.6	3.9	5.3	5.5
1991	2.6	3.5	4.0	3.9	5.7	4.9
1992	2.5	3.3	3.8	3.8	5.7	4.8
1993	2.5	3.5	3.7	3.9	5.2	5.3
1994	2.4	3.2	3.6	3.5	4.8	4.4
1995	2.4	3.5	3.3	3.2	4.3	4.8

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Labor Force Statistics Derived from the Current Population Survey: 1940-87.* U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S29-2 Standard errors for table 29-2

	Recent high school graduates not enrolled in college			Recent school dropouts		
October	Low	Middle	High	Low	Middle	High
1972	4.2	2.2	3.1	5.1	3.3	—
1973	4.3	2.0	3.1	4.8	3.2	—
1974	—	—	—	—	—	—
1975	4.6	2.2	3.2	4.7	3.5	7.2
1976	5.4	2.1	3.0	4.8	3.3	8.0
1977	4.5	2.1	2.8	5.0	3.2	7.3
1978	4.7	2.0	2.8	5.0	3.3	6.6
1979	4.5	2.1	2.7	4.4	3.4	5.8
1980	4.4	2.1	3.2	4.4	3.6	7.1
1981	5.0	2.3	3.2	4.7	3.6	7.2
1982	4.6	2.2	3.7	4.3	3.7	—
1983	5.2	2.4	4.1	5.7	4.0	—
1984	4.7	2.5	4.2	4.8	4.2	—
1985	5.4	2.8	4.3	4.7	4.3	—
1986	4.6	2.6	3.9	5.4	4.3	—
1987	5.0	2.7	3.5	5.1	4.4	—
1988	5.3	2.6	3.8	4.9	4.3	—
1989	6.2	3.1	4.4	6.6	5.0	—
1990	6.8	3.0	5.8	6.4	5.3	—
1991	5.8	3.4	5.4	5.9	5.3	—
1992	5.7	3.1	6.0	5.3	5.1	—
1993	6.2	3.1	6.1	6.4	5.2	—
1994	5.6	3.0	5.7	5.5	4.6	—
1995	4.9	3.1	6.2	5.1	4.3	—

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S29-3 Standard errors for table 29-3

Parents' highest education level	Recent high school graduates not enrolled in college	Recent school dropouts
Total	**2.4**	**3.2**
Less than high school graduate	6.2	6.1
High school graduate	4.1	4.3
Some college and higher	4.2	6.6
Not available	5.6	7.7

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S29-4 Standard errors for table 29-4

October	Recent high school graduates not enrolled in college				Recent school dropouts			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1972	1.7	1.7	5.4	—	2.7	3.2	6.1	—
1973	1.6	1.7	4.9	—	2.6	3.0	5.7	—
1974	1.6	1.7	5.5	—	2.6	3.1	5.4	—
1975	1.7	1.8	5.2	—	2.6	3.2	5.2	7.4
1976	1.7	1.7	5.5	—	2.6	3.1	5.2	—
1977	1.6	1.7	5.6	7.3	2.6	3.0	5.8	—
1978	1.6	1.6	5.3	7.0	2.6	3.1	4.8	—
1979	1.6	1.7	5.5	6.7	2.6	3.1	5.4	—
1980	1.7	1.7	4.9	—	2.7	3.3	5.2	7.2
1981	1.8	1.9	4.8	—	2.7	3.5	3.7	7.4
1982	1.9	2.0	4.5	7.1	2.9	3.7	5.1	—
1983	1.9	2.1	4.7	—	3.2	4.1	6.3	—
1984	2.0	2.2	4.7	7.0	3.1	3.9	6.6	7.5
1985	2.2	2.3	5.3	—	3.1	4.1	6.3	7.9
1986	2.0	2.2	4.9	7.7	3.2	4.3	8.1	7.0
1987	2.0	2.2	6.1	7.2	3.3	4.2	6.4	—
1988	2.2	2.4	5.8	10.4	3.5	4.4	6.5	9.2
1989	2.4	2.5	6.8	10.6	3.9	5.1	7.0	—
1990	2.4	2.6	6.0	—	3.9	5.0	8.2	—
1991	2.6	3.0	5.8	—	3.9	5.2	7.2	—
1992	2.5	2.8	5.7	8.6	3.8	5.0	—	8.1
1993	2.5	2.8	6.8	9.2	3.9	5.0	8.1	—
1994	2.4	2.7	6.3	9.0	3.5	4.7	7.7	7.5
1995	2.4	2.8	6.2	7.3	3.2	4.4	7.5	6.5

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S30-1 Standard errors for table 30-1

Student characteristics	Average months employed	Average months unemployed	Average months not in labor force	Average earnings	Average hours worked per week	Average number of jobs	Percentage continuously employed
			1982 Graduates				
Total	**0.1**	**0.1**	**0.1**	**$287**	**0.3**	***0.0**	**1.2**
Academic achievement test quartile							
Lowest	0.2	0.1	0.2	499	0.6	*0.0	2.1
Lower middle	0.2	0.1	0.2	608	0.6	*0.0	2.3
Upper middle	0.2	0.1	0.2	385	0.6	*0.0	2.5
Highest	0.4	0.1	0.4	952	1.0	0.1	3.8
High school mathematics credits							
1 credit or less	0.3	0.1	0.2	661	0.7	*0.0	2.5
More than 1 to 2 credits	0.2	0.1	0.2	397	0.5	*0.0	1.8
More than 2 to 3 credits	0.3	0.1	0.2	615	0.7	0.1	2.6
More than 3 to 4 credits	0.5	0.1	0.5	985	1.8	0.1	4.4
More than 4 credits	0.9	0.4	0.8	1,236	2.6	0.2	9.5
High school academic credits							
12 credits or less	0.2	0.1	0.2	449	0.5	*0.0	1.7
More than 12 to less than 17 credits	0.2	0.1	0.2	424	0.5	*0.0	2.0
17 to less than 20 credits	0.4	0.2	0.4	720	1.7	0.1	4.5
20 or more credits	1.3	0.1	1.2	2,006	3.6	0.2	10.9
High school vocational credits							
Less than 2 credits	0.4	0.2	0.4	747	1.5	0.1	4.3
2 to less than 4 credits	0.3	0.1	0.3	630	0.8	0.1	2.6
4 to less than 6 credits	0.3	0.1	0.2	614	0.7	*0.0	2.5
6 to less than 8 credits	0.3	0.1	0.2	479	0.6	*0.0	2.5
8 or more credits	0.2	0.1	0.2	709	0.7	*0.0	2.3
Type of high school program							
Academic	0.2	0.1	0.2	450	0.6	*0.0	1.9
Vocational	0.2	0.1	0.2	601	0.6	*0.0	2.2
Both	0.3	0.2	0.2	485	0.7	0.1	3.2
Other	0.3	0.2	0.3	844	0.8	0.1	3.1
Control of high school							
Public	0.1	0.1	0.1	299	0.4	*0.0	1.3
Catholic	0.3	0.1	0.3	913	1.0	0.1	4.2
Private	1.1	0.3	1.2	—	—	0.2	10.5

Table S30-1 Standard errors for table 30-1—Continued

Student characteristics	Average months employed	Average months unemployed	Average months not in labor force	Average earnings	Average hours worked per week	Average number of jobs	Percentage continuously employed
SES quartile							
Lowest	0.2	0.1	0.2	605	0.6	*0.0	1.9
Lower middle	0.2	0.1	0.2	422	0.6	*0.0	2.2
Upper middle	0.3	0.1	0.2	581	0.8	0.1	2.7
Highest	0.4	0.2	0.3	800	1.2	0.1	4.1
Sex							
Male	0.2	0.1	0.1	347	0.5	*0.0	1.7
Female	0.2	0.1	0.2	486	0.4	*0.0	1.7
Race/ethnicity							
White	0.1	0.1	0.1	322	0.4	*0.0	1.4
Black	0.3	0.2	0.3	858	0.9	*0.0	2.8
Hispanic	0.4	0.1	0.4	1,589	1.0	0.1	3.3
Asian/Pacific Islander	0.7	0.3	0.7	855	1.5	0.2	7.1
American Indian/Alaskan Native	1.3	0.9	0.8	1,595	2.0	0.2	12.2
1992 Graduates							
Total	**0.2**	**0.1**	**0.1**	**$284**	**0.5**	***0.0**	**2.0**
Academic achievement test quartile							
Lowest	0.2	0.2	0.2	644	1.0	0.1	3.0
Lower middle	0.2	0.2	0.2	449	0.7	0.1	3.2
Upper middle	0.2	0.1	0.2	418	0.9	0.1	4.0
Highest	0.4	0.2	0.4	902	2.0	0.1	7.6
High school mathematics credits							
1 credit or less	0.8	0.6	0.7	1,541	2.6	0.1	8.2
More than 1 to 2 credits	0.4	0.3	0.3	537	0.9	0.1	4.5
More than 2 to 3 credits	0.2	0.1	0.2	471	0.8	*0.0	3.0
More than 3 to 4 credits	0.2	0.1	0.2	450	0.9	0.1	2.9
More than 4 credits	0.5	0.3	0.3	817	2.8	0.1	5.5
High school academic credits							
12 credits or less	0.5	0.4	0.4	928	1.2	0.1	5.5
More than 12 to less than 17 credits	0.2	0.1	0.1	328	0.7	0.1	2.4
17 to less than 20 credits	0.3	0.2	0.3	553	0.6	0.1	4.2
20 or more credits	0.5	0.3	0.4	569	2.8	0.1	5.5

Table S30-1 Standard errors for table 30-1—Continued

Student characteristics	Average months employed	Average months unemployed	Average months not in labor force	Average earnings	Average hours worked per week	Average number of jobs	Percentage continuously employed
High school vocational credits							
Less than 2 credits	0.5	0.2	0.5	652	1.7	0.1	4.6
2 to less than 4 credits	0.2	0.1	0.2	593	1.5	0.1	3.0
4 to less than 6 credits	0.4	0.3	0.2	554	0.8	0.1	4.6
6 to less than 8 credits	0.3	0.2	0.2	676	0.9	0.1	3.9
8 or more credits	0.4	0.2	0.4	557	0.6	0.1	4.4
Type of high school program							
Academic	0.2	0.1	0.1	372	0.7	0.1	2.5
Vocational	0.4	0.4	0.2	1,055	1.5	0.1	5.9
Both	0.2	0.1	0.2	483	0.7	0.1	3.2
Other	1.5	1.6	1.4	1,617	4.8	0.2	12.1
Control of high school							
Public	0.2	0.1	0.1	289	0.5	*0.0	2.0
Catholic	0.4	0.1	0.3	1,193	1.5	0.1	5.3
Private	0.6	0.4	0.4	—	—	0.1	7.6
SES quartile							
Lowest	0.2	0.1	0.1	439	0.6	*0.0	2.7
Lower middle	0.2	0.1	0.2	422	0.7	0.1	3.8
Upper middle	0.2	0.1	0.1	618	1.2	0.1	3.1
Highest	0.4	0.2	0.3	798	2.2	0.1	4.2
Sex							
Male	0.2	0.2	0.1	384	0.8	*0.0	2.4
Female	0.2	0.1	0.2	286	0.5	0.1	2.8
Race/ethnicity							
White	0.2	0.1	0.1	344	0.5	*0.0	2.1
Black	0.6	0.5	0.3	832	1.9	0.1	6.1
Hispanic	0.5	0.3	0.4	594	2.3	0.1	5.6
Asian/Pacific Islander	0.7	0.3	0.5	804	1.5	0.1	8.6
American Indian/Alaskan Native	0.9	0.8	0.6	—	—	—	9.9

— Not available.

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond (HS&B) study, Sophomore Cohort, Fourth Follow-up Survey, and National Education Longitudinal Study of 1988, First, Second, and Third Follow-up Surveys.

Table S31-1 Standard errors for table 31-1

Field of study	Percentage in administrative or clerical support occupations		Percentage unemployed	
	Male	Female	Male	Female
Total	**0.8**	**0.8**	**0.4**	**0.4**
Business and management	0.5	0.5	0.8	0.9
Education	0.2	0.3	1.1	0.6
Engineering	0.1	*0.0	1.3	4.0
Health professions	0.1	0.2	1.3	1.4
Public affairs/social services	0.1	0.2	2.8	1.5
Biological sciences	0.1	0.1	1.9	3.3
Mathematics and science	0.2	0.2	1.3	1.3
Social sciences	0.3	0.3	1.2	1.2
History	0.1	0.1	4.0	2.1
Humanities	0.2	0.3	2.0	0.8
Psychology	0.1	0.2	2.1	1.4
Other	0.2	0.3	1.0	1.0

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study, First Follow-up (B&B:93/94).

Table S32-1 Standard errors for table 32-1

March	Male				Female			
	Grades 9-11	High school diploma	Some college	Bachelor's degree or higher	Grades 9-11	High school diploma	Some college	Bachelor's degree or higher
1971	1.1	0.5	1.0	0.8	1.4	0.9	1.6	1.7
1972	1.1	0.5	0.9	0.7	1.4	0.9	1.6	1.6
1973	1.1	0.5	0.9	0.7	1.5	0.8	1.6	1.5
1974	1.0	0.5	0.8	0.6	1.5	0.8	1.4	1.3
1975	1.5	0.6	0.9	0.6	1.4	0.8	1.4	1.3
1976	1.4	0.6	0.8	0.6	1.5	0.8	1.3	1.2
1977	1.4	0.6	0.8	0.5	1.5	0.8	1.3	1.1
1978	1.4	0.6	0.7	0.5	1.6	0.8	1.2	1.1
1979	1.5	0.5	0.7	0.5	1.6	0.8	1.1	1.1
1980	1.5	0.6	0.7	0.5	1.6	0.8	1.1	1.0
1981	1.5	0.6	0.7	0.5	1.6	0.8	1.0	1.0
1982	1.6	0.7	0.8	0.6	1.7	0.8	1.1	1.0
1983	1.7	0.7	0.9	0.6	1.6	0.8	1.1	0.9
1984	1.6	0.6	0.8	0.6	1.7	0.8	1.0	0.9
1985	1.5	0.6	0.7	0.6	1.7	0.8	1.0	0.9
1986	1.5	0.6	0.7	0.5	1.7	0.8	1.0	0.9
1987	1.4	0.6	0.7	0.6	1.7	0.7	1.0	0.8
1988	1.5	0.6	0.8	0.5	1.9	0.8	1.0	0.9
1989	1.5	0.6	0.7	0.5	1.9	0.8	1.0	0.9
1990	1.4	0.5	0.7	0.6	1.8	0.8	1.0	0.8
1991	1.6	0.6	0.8	0.6	1.7	0.8	1.0	0.8
1992	1.6	0.6	0.8	0.6	1.7	0.8	0.9	0.8
1993	1.6	0.7	0.7	0.6	1.8	0.9	0.9	0.9
1994	1.6	0.7	0.7	0.6	1.8	0.9	0.9	0.9
1995	1.6	0.6	0.7	0.6	1.9	0.9	0.9	0.8
1996	1.5	0.7	0.7	0.6	1.9	0.9	0.9	0.8

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S32-2 Standard errors for table 32-2

	Male				Female			
March	Grades 9–11	High school diploma	Some college	Bachelor's degree or higher	Grades 9–11	High school diploma	Some college	Bachelor's degree or higher
1971	0.9	0.4	0.7	0.5	1.0	0.4	0.8	0.7
1972	0.9	0.4	0.6	0.4	1.0	0.4	0.7	0.5
1973	0.9	0.4	0.5	0.4	0.8	0.4	0.6	0.5
1974	0.9	0.4	0.5	0.4	0.9	0.4	0.6	0.5
1975	1.3	0.6	0.7	0.4	1.1	0.5	0.7	0.5
1976	1.2	0.5	0.6	0.4	1.1	0.5	0.7	0.5
1977	1.2	0.5	0.6	0.4	1.1	0.5	0.7	0.5
1978	1.1	0.5	0.5	0.3	1.1	0.4	0.5	0.4
1979	1.2	0.4	0.5	0.3	1.1	0.4	0.5	0.4
1980	1.2	0.5	0.5	0.3	1.1	0.4	0.5	0.4
1981	1.3	0.5	0.5	0.3	1.2	0.4	0.5	0.4
1982	1.5	0.6	0.7	0.4	1.3	0.5	0.6	0.4
1983	1.6	0.7	0.7	0.4	1.5	0.5	0.6	0.4
1984	1.4	0.5	0.6	0.4	1.4	0.5	0.6	0.4
1985	1.3	0.5	0.5	0.3	1.3	0.4	0.5	0.4
1986	1.3	0.5	0.5	0.3	1.4	0.4	0.5	0.3
1987	1.2	0.5	0.5	0.4	1.3	0.4	0.5	0.3
1988	1.2	0.5	0.5	0.3	1.4	0.4	0.5	0.4
1989	1.2	0.4	0.5	0.3	1.3	0.4	0.5	0.3
1990	1.2	0.4	0.5	0.3	1.3	0.4	0.5	0.3
1991	1.4	0.5	0.6	0.4	1.3	0.4	0.5	0.4
1992	1.4	0.5	0.6	0.4	1.4	0.5	0.5	0.3
1993	1.4	0.6	0.6	0.4	1.4	0.5	0.5	0.4
1994	1.3	0.5	0.5	0.3	1.4	0.5	0.5	0.4
1995	1.3	0.5	0.5	0.4	1.3	0.5	0.5	0.3
1996	1.2	0.5	0.5	0.4	1.4	0.5	0.4	0.3

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S33-1 Standard errors for table 33-1

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				All wage and salary workers				
1970	$713	$785	—	—	$781	$1,272	$2,058	—
1971	663	773	$2,338	—	495	1,100	1,508	—
1972	619	722	3,772	—	573	955	1,472	—
1973	597	707	2,572	—	591	746	3,043	—
1974	553	684	3,166	—	575	724	1,362	—
1975	594	746	2,899	—	473	584	960	—
1976	549	624	3,185	—	506	662	2,363	—
1977	581	669	2,656	—	511	654	1,946	—
1978	480	573	2,967	$5,198	515	617	1,648	—
1979	454	520	2,868	3,594	341	413	1,189	—
1980	531	609	1,993	3,582	365	444	1,482	—
1981	451	526	2,737	4,099	484	595	1,897	$2,638
1982	403	495	2,257	2,845	450	554	1,125	2,583
1983	455	568	2,383	3,356	343	443	944	2,834
1984	716	818	1,657	2,788	341	414	1,453	2,541
1985	383	473	2,692	3,433	436	543	1,174	2,724
1986	445	519	2,294	3,423	458	578	1,368	2,053
1987	551	781	2,400	3,468	400	531	905	1,528
1988	833	938	985	2,862	343	441	888	2,671
1989	634	605	1,416	5,181	319	384	1,173	2,530
1990	607	563	1,241	2,872	486	594	1,652	2,262
1991	369	388	2,001	2,755	467	512	1,040	2,391
1992	362	880	3,472	2,728	386	384	1,587	2,042
1993	397	850	1,003	2,348	387	431	1,565	1,924
1994	489	902	1,465	2,170	316	351	1,741	1,820
1995	602	836	1,548	2,255	313	348	1,543	1,706

Table S33-1 Standard errors for table 33-1—Continued

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
Year-round, full-time wage and salary workers								
1970	$674	$754	—	—	$660	$785	—	—
1971	650	754	—	—	608	726	$1,810	—
1972	593	687	$3,885	—	584	701	1,837	—
1973	815	947	2,268	—	561	644	2,786	—
1974	657	756	2,869	—	475	546	1,520	—
1975	661	769	2,927	—	505	619	1,070	—
1976	524	613	3,753	—	431	510	1,985	—
1977	470	683	2,599	—	430	549	950	—
1978	474	563	2,201	—	382	450	1,702	—
1979	515	615	3,033	—	549	641	1,603	—
1980	486	558	1,419	$3,690	457	549	1,688	—
1981	471	578	2,452	5,352	375	453	1,456	—
1982	651	762	2,120	2,678	342	483	744	—
1983	584	629	1,993	1,822	427	506	925	$1,675
1984	433	491	1,616	5,072	518	647	1,934	2,444
1985	590	969	1,379	2,862	344	451	1,519	2,677
1986	756	798	2,328	3,079	357	444	1,374	1,866
1987	410	484	2,242	1,963	324	636	725	1,840
1988	438	504	2,634	2,778	565	692	816	2,553
1989	503	827	1,576	4,508	415	519	1,161	2,805
1990	388	588	1,237	2,864	372	467	880	2,262
1991	645	586	2,313	3,285	398	540	1,472	1,818
1992	394	424	2,249	1,529	510	601	1,132	1,665
1993	443	510	1,638	3,174	523	471	1,362	1,409
1994	392	422	1,369	3,076	551	460	896	1,911
1995	453	767	1,095	2,661	477	426	1,187	1,958

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S33-2 Standard errors for table 33-2

	Male				Female			
Year	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				All wage and salary workers				
1970	$640	$693	$1,179	$1,493	$769	$820	$1,011	—
1971	528	657	1,520	2,366	569	839	1,760	—
1972	737	824	1,971	2,124	517	862	1,213	—
1973	713	953	1,482	2,469	419	939	1,049	—
1974	668	825	2,422	1,900	627	821	1,006	$3,124
1975	739	950	1,735	2,518	411	743	955	—
1976	640	975	1,730	2,267	626	860	1,177	1,798
1977	784	961	1,588	2,277	711	854	1,502	1,914
1978	769	958	1,103	3,208	330	665	1,244	1,969
1979	684	962	1,804	1,529	608	967	1,059	1,764
1980	574	888	693	1,482	634	860	1,527	1,628
1981	542	772	1,332	2,480	450	683	880	1,854
1982	540	690	1,456	2,009	568	708	1,242	1,719
1983	529	847	1,513	2,140	557	754	708	1,993
1984	486	695	719	1,849	560	728	1,907	1,676
1985	407	986	868	1,330	534	832	781	1,569
1986	473	1,108	873	1,688	533	612	925	2,286
1987	595	804	1,192	857	537	685	901	1,321
1988	623	811	1,033	885	468	740	987	1,599
1989	618	724	1,343	1,315	673	848	1,280	1,405
1990	595	694	885	1,709	566	786	1,099	1,312
1991	667	878	865	1,233	649	807	1,928	1,135
1992	626	661	1,158	673	485	615	1,833	1,192
1993	643	554	1,405	412	415	695	1,990	1,068
1994	568	640	1,608	628	600	809	2,035	1,220
1995	428	653	850	1,085	366	801	1,052	635

Table S33-2 Standard errors for table 33-2—Continued

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				Year-round, full-time wage and salary workers				
1970	$618	$796	$1,198	$1,781	$656	$903	$1,364	—
1971	521	788	2,514	2,440	645	847	1,476	—
1972	757	876	1,184	3,043	808	1,142	1,355	—
1973	878	1,000	1,536	—	754	914	1,974	—
1974	678	1,049	1,988	—	670	948	1,757	—
1975	768	952	2,268	—	895	1,005	2,556	—
1976	763	1,025	1,781	2,387	934	1,179	681	—
1977	752	845	2,014	—	630	892	2,270	—
1978	693	1,122	2,498	3,239	731	1,137	1,496	—
1979	1,067	1,243	1,216	2,130	710	1,099	1,907	—
1980	961	1,183	1,536	2,334	740	1,091	2,225	—
1981	901	981	1,560	2,108	711	831	—	—
1982	1,104	1,071	2,599	2,021	679	1,240	1,249	—
1983	857	901	2,428	2,504	843	1,261	—	—
1984	877	1,021	976	2,053	860	1,107	790	—
1985	630	900	1,343	2,203	660	941	—	—
1986	568	794	920	1,461	485	828	827	—
1987	612	898	1,292	1,589	540	721	—	—
1988	597	960	1,944	1,621	581	682	2,518	—
1989	596	798	1,000	1,061	558	1,043	—	$1,134
1990	581	1,041	1,151	1,023	692	1,089	—	1,197
1991	633	696	1,170	905	437	769	1,215	—
1992	724	767	1,400	825	832	966	1,727	—
1993	737	734	2,444	1,014	811	948	—	1,458
1994	749	845	2,000	954	652	867	—	768
1995	708	837	1,801	999	630	681	1,290	469

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S33-3 Standard errors for table 33-3

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				All wage and salary workers				
1970	$346	$392	$1,105	$1,548	$435	$560	$1,182	$3,073
1971	390	434	1,103	1,789	443	557	1,461	2,058
1972	346	402	787	1,487	407	585	1,210	1,962
1973	364	431	1,370	2,174	376	543	962	1,268
1974	341	409	1,426	3,875	353	432	1,145	2,284
1975	355	423	1,201	2,121	374	516	1,104	1,194
1976	342	403	1,349	1,974	358	470	977	1,524
1977	379	536	1,427	1,975	347	451	851	1,459
1978	555	651	1,536	2,269	296	401	704	1,294
1979	446	445	1,004	1,309	324	433	787	1,326
1980	317	369	839	1,581	291	383	708	1,447
1981	327	405	1,079	1,772	269	352	830	877
1982	320	390	754	1,807	291	399	753	1,062
1983	323	391	656	1,614	286	357	689	1,133
1984	773	507	695	1,252	253	327	681	1,060
1985	311	482	725	1,224	231	296	727	1,113
1986	336	464	607	1,481	215	272	828	1,114
1987	392	426	930	1,267	219	285	582	945
1988	349	360	621	1,051	220	290	525	1,016
1989	251	296	764	869	219	287	649	739
1990	307	329	491	947	201	286	522	751
1991	287	312	734	928	221	360	569	1,212
1992	333	321	830	895	309	475	637	965
1993	251	293	457	673	327	427	732	779
1994	260	294	727	1,016	320	422	549	808
1995	265	465	733	929	380	420	301	620

Table S33-3 Standard errors for table 33-3—Continued

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
	Year-round, full-time wage and salary workers							
1970	$350	$428	$1,065	$1,619	$382	$451	$1,447	—
1971	355	407	1,382	2,822	312	377	1,107	—
1972	338	463	895	1,697	395	501	1,297	$2,073
1973	356	424	1,710	1,761	365	483	795	2,522
1974	342	411	1,433	1,711	339	412	1,315	1,262
1975	356	427	1,430	1,992	290	368	845	1,381
1976	382	551	1,563	1,934	329	412	859	1,668
1977	468	379	1,270	1,769	331	327	751	1,226
1978	439	476	1,924	2,857	338	443	859	1,595
1979	369	443	1,348	2,914	261	340	740	1,474
1980	320	387	1,491	2,037	228	277	812	1,138
1981	429	485	1,012	1,875	223	274	763	1,054
1982	435	521	1,160	1,292	234	301	697	1,613
1983	424	469	1,096	1,453	337	423	627	1,352
1984	325	390	1,006	2,237	325	420	568	1,307
1985	355	408	752	1,285	329	402	682	2,162
1986	315	386	1,290	1,249	326	390	876	964
1987	294	368	1,063	1,485	241	298	897	1,367
1988	292	464	617	1,560	247	326	896	1,152
1989	252	507	797	1,360	225	273	1,070	1,419
1990	262	550	477	897	230	276	970	1,133
1991	367	456	744	1,456	274	347	762	1,018
1992	388	441	662	1,224	375	468	674	1,408
1993	322	456	1,352	935	354	392	828	756
1994	341	359	993	973	392	430	899	1137
1995	405	369	779	781	382	415	649	672

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S33-4 Standard errors for table 33-4

Year	Male				Female			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
All wage and salary workers								
1970	$625	$754	$2,574	—	$933	$1,543	$2,168	—
1971	668	795	2,875	—	704	1,332	2,366	—
1972	613	787	2,448	$3,803	809	1,098	1,888	—
1973	567	679	1,925	3,083	695	978	1,724	—
1974	479	571	2,061	2,889	599	712	1,467	—
1975	510	614	2,083	2,870	545	673	2,004	—
1976	556	666	1,808	3,242	549	732	1,276	$2,405
1977	583	726	1,674	2,346	481	644	1,145	3,343
1978	620	759	2,022	2,000	520	606	1,340	2,854
1979	457	543	1,503	3,752	427	511	1,378	2,609
1980	428	514	1,377	2,407	423	495	1,065	2,689
1981	425	587	1,448	3,159	331	419	941	1,811
1982	476	588	1,491	2,597	319	403	927	1,521
1983	521	638	1,313	2,174	366	476	979	1,711
1984	517	514	1,904	2,536	323	399	918	1,694
1985	391	457	1,228	2,851	337	559	812	1,531
1986	448	563	1,611	2,370	480	685	1,005	1,905
1987	407	480	944	2,314	437	538	1,480	1,616
1988	430	731	1,355	2,076	451	483	1,431	1,906
1989	477	528	1,250	1,772	368	484	992	1,847
1990	551	819	1,269	1,299	321	415	1,355	1,083
1991	551	573	1,166	1,208	342	397	961	1,320
1992	473	662	1,502	1,197	323	377	1,100	1,527
1993	421	484	1,001	1,644	297	366	990	881
1994	495	399	816	1,141	322	364	871	1,534
1995	488	371	958	1,140	315	404	915	1,118

Table S33-4 Standard errors for table 33-4—Continued

	Male				Female			
Year	Total	White	Black	Hispanic	Total	White	Black	Hispanic
				Year-round, full-time wage and salary workers				
1970	$607	$775	$2,095	—	$630	$794	$1,843	—
1971	671	792	2,372	—	755	926	—	—
1972	632	739	2,005	—	645	756	—	—
1973	530	641	2,119	$2,960	497	641	1,323	—
1974	465	563	1,904	2,046	626	769	2,066	—
1975	628	746	1,641	3,208	464	630	1,001	—
1976	563	657	2,409	3,670	448	605	973	—
1977	597	662	1,457	2,848	455	559	889	—
1978	458	556	1,752	3,063	458	572	1,357	—
1979	457	543	1,474	2,878	399	492	1,223	—
1980	527	630	1,438	2,393	289	354	869	$2,689
1981	566	612	1,420	3,443	417	554	907	2,360
1982	431	518	1,636	2,542	425	553	1,312	1,798
1983	427	503	1,403	1,974	411	528	1,414	2,158
1984	395	771	2,067	2,443	356	438	720	1,270
1985	591	771	1,174	2,838	342	433	953	1,676
1986	657	797	1,175	2,060	335	426	916	1,139
1987	638	795	1,834	2,240	410	548	992	1,359
1988	590	675	1,561	1,646	562	718	1,259	3,278
1989	426	570	1,317	2,933	444	628	816	2,364
1990	385	491	1,358	2,128	353	419	1,107	1,579
1991	352	372	1,124	1,592	297	336	831	1,120
1992	353	388	1,541	1,809	306	347	993	1,561
1993	329	363	1,426	1,557	278	324	734	1,197
1994	308	464	1,662	1,206	312	379	673	1,177
1995	326	477	958	1,201	245	296	590	1,176

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S33-5 Standard errors for table 33-5

Year	Grades 9-11		Some college		Bachelor's degree or higher	
	Male	Female	Male	Female	Male	Female
1970	0.02	0.05	0.02	0.06	0.02	0.06
1971	0.02	0.04	0.02	0.05	0.02	0.05
1972	0.02	0.03	0.02	0.05	0.02	0.05
1973	0.02	0.03	0.02	0.05	0.02	0.05
1974	0.02	0.05	0.02	0.05	0.02	0.06
1975	0.03	0.03	0.02	0.05	0.02	0.06
1976	0.02	0.04	0.02	0.05	0.02	0.05
1977	0.03	0.05	0.02	0.04	0.02	0.05
1978	0.03	0.02	0.03	0.04	0.03	0.05
1979	0.02	0.04	0.02	0.04	0.02	0.04
1980	0.02	0.04	0.02	0.04	0.02	0.04
1981	0.02	0.03	0.02	0.03	0.02	0.04
1982	0.02	0.04	0.02	0.03	0.02	0.05
1983	0.02	0.04	0.02	0.04	0.02	0.04
1984	0.03	0.04	0.04	0.03	0.05	0.04
1985	0.02	0.04	0.02	0.03	0.02	0.04
1986	0.02	0.04	0.02	0.04	0.03	0.04
1987	0.03	0.04	0.02	0.03	0.03	0.04
1988	0.03	0.03	0.02	0.04	0.04	0.03
1989	0.03	0.05	0.02	0.03	0.03	0.04
1990	0.03	0.04	0.03	0.03	0.03	0.04
1991	0.03	0.05	0.03	0.03	0.02	0.04
1992	0.03	0.04	0.03	0.04	0.03	0.05
1993	0.03	0.03	0.02	0.04	0.03	0.05
1994	0.03	0.04	0.03	0.03	0.03	0.05
1995	0.02	0.03	0.03	0.04	0.03	0.06

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Table S34-1 Standard errors for table 34-1

Major field of study, sex, and race/ethnicity	1977	1980	1984	1986	1990	1993
All graduates	**$316**	**$267**	**$224**	**$149**	**$171**	**$244**
Major field of study						
Humanities and social and behavioral sciences	416	297	390	294	331	290
Humanities	864	408	608	388	602	488
Social and behavioral sciences	425	369	568	485	394	342
Natural and computer sciences and engineering	926	915	577	444	595	570
Natural sciences	771	937	775	590	790	505
Computer sciences and engineering	617	555	420	400	416	621
Technical/professional	384	293	254	165	205	278
Education	254	217	429	302	400	354
Business	304	391	330	219	410	526
Other professional or technical	716	491	416	321	538	567
Sex						
Male	210	389	336	198	370	381
Female	246	204	283	194	229	228
Race/ethnicity						
White	335	283	238	161	182	269
Black	1150	754	1114	797	765	836
Hispanic	1699	3323	1325	689	912	715
Asian/Pacific Islander	2919	2283	1429	904	1061	1021
American Indian/Alaskan Native	—	—	—	2003	1798	2056

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduates Surveys (1977–90) and 1993 Baccalaureate and Beyond Longitudinal Study, First Follow-up (B&B:93/94).

Table S35-1 Standard errors for table 35-1

	Attended postsecondary institution			Had not attended postsecondary institution		
Selected characteristics	Total	No service in high school	Service in high school	Total	No service in high school	Service in high school
Total	**0.8**	**1.1**	**1.1**	**1.0**	**1.1**	**2.3**
Sex						
Male	1.1	1.5	1.5	1.5	1.7	3.4
Female	1.1	1.4	1.4	1.3	1.5	2.9
Race/ethnicity						
White	0.9	1.3	1.2	1.2	1.3	2.7
Black	2.9	3.9	4.1	2.9	3.1	7.2
Hispanic	2.0	2.6	3.0	2.7	3.0	6.1
Asian/Pacific Islander	2.7	4.4	3.1	4.0	3.8	9.2
American Indian/Alaskan Native	9.6	10.1	—	7.9	8.4	—
Control of high school						
Public	0.8	1.1	1.2	1.1	1.2	2.4
Catholic	2.5	4.1	2.9	7.8	11.7	7.6
Private, other	4.2	5.9	3.9	10.7	—	—
Urbanicity of high school						
Central city	1.6	2.0	2.2	2.2	2.1	5.3
Urban fringe/large town	1.2	1.6	1.5	1.8	2.0	3.7
Rural/small town	1.4	1.7	1.8	1.6	1.8	3.7
Achievement test quartile of 1992						
First (low)	2.6	3.5	3.8	1.8	1.9	4.5
Second	1.6	2.0	2.3	2.0	1.9	5.0
Third	1.4	1.7	1.9	2.4	2.4	4.6
Fourth (high)	1.3	2.1	1.4	5.3	7.7	6.9
Parents' highest education level						
Less than a high school diploma	2.7	3.0	4.2	2.4	2.6	6.3
High school diploma or GED	1.9	2.3	3.1	1.5	1.6	4.1
Some college	1.3	1.7	1.9	1.9	2.2	3.6
Bachelor's degree or higher	1.2	1.9	1.4	3.6	4.6	5.5
High school program						
General	1.3	1.6	1.9	1.5	1.6	3.3
College preparatory	1.1	1.6	1.2	3.0	3.9	4.6
Vocational/technical	2.3	2.6	3.9	1.9	2.1	4.6
Other specialized program	4.1	5.5	6.6	2.4	2.1	6.8

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up (1992) and Third Follow-up (1994).

Table S35-2 Standard errors for table 35-2

			Reported performing community service in high school		
Selected characteristics	Total	No community service in high school	Total	Strictly voluntary	Required
Total	**0.7**	**0.8**	**1.0**	**1.1**	**1.5**
Sex					
Male	0.9	1.2	1.5	1.6	2.3
Female	0.9	1.1	1.3	1.4	2.0
Race/ethnicity					
White	0.8	0.9	1.1	1.2	1.6
Black	2.3	2.8	3.4	3.9	5.7
Hispanic	1.7	2.1	2.8	2.9	4.5
Asian/Pacific Islander	2.6	3.9	3.1	3.6	5.6
American Indian/Alaskan Native	7.6	8.0	8.6	8.1	—
Control of high school					
Public	0.7	0.8	1.0	1.1	1.7
Catholic	2.4	3.9	2.9	3.6	3.7
Private, other	4.2	5.8	4.0	4.2	5.2
Urbanicity of high school					
Central city	1.3	1.6	1.9	2.2	2.6
Urban fringe/large town	1.1	1.3	1.5	1.5	2.3
Rural/small town	1.1	1.2	1.7	1.8	2.7
Achievement test quartile of 1992					
First (low)	1.7	2.1	2.8	3.4	4.4
Second	1.2	1.4	2.1	2.3	3.5
Third	1.2	1.5	1.8	2.0	3.1
Fourth (high)	1.3	2.1	1.4	1.5	2.3
Parents' highest education level					
Less than a high school diploma	1.9	2.0	3.7	4.2	6.3
High school diploma or GED	1.3	1.5	2.5	2.8	3.6
Some college	1.1	1.4	1.6	1.8	2.5
Bachelor's degree or higher	1.2	1.7	1.4	1.5	2.3
High school program					
General	1.0	1.2	1.6	1.7	2.8
College preparatory	1.0	1.5	1.2	1.3	1.9
Vocational/technical	1.5	1.6	3.1	3.5	4.9
Other specialized program	2.7	3.2	4.8	5.5	6.2

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up (1992) and Third Follow-up (1994).

Table S35-3 Standard errors for table 35-3

Selected characteristics	Youth organization	Union/farm/ professional organization	Political club	Church-related group	Service organization	Sports team or club	Education organization	Other groups
Total	**0.4**	**0.2**	**0.2**	**0.4**	**0.4**	**0.4**	**0.3**	**0.4**
Sex								
Male	0.7	0.2	0.4	0.6	0.5	0.7	0.4	0.4
Female	0.5	0.4	0.3	0.5	0.6	0.4	0.4	0.5
Race/ethnicity								
White	0.5	0.3	0.3	0.5	0.5	0.5	0.3	0.4
Black	1.7	0.3	0.6	1.5	0.7	1.2	1.2	1.0
Hispanic	1.2	0.3	0.4	1.0	0.8	1.1	0.8	0.8
Asian/Pacific Islander	1.6	0.5	0.8	1.4	1.5	0.9	1.0	1.5
American Indian/Alaskan Native	4.0	2.5	2.1	4.4	1.9	4.5	3.2	1.1
Control of high school								
Public	0.4	0.2	0.2	0.4	0.4	0.4	0.3	0.4
Catholic	1.3	0.6	1.0	2.1	1.6	2.0	2.0	1.6
Private, other	3.0	0.6	1.1	1.5	3.3	3.0	1.6	2.1
Urbanicity of high school								
Central city	0.7	0.3	0.4	0.8	0.7	0.7	0.7	0.9
Urban fringe/large town	0.6	0.4	0.5	0.6	0.7	0.6	0.4	0.5
Rural/small town	0.7	0.2	0.3	0.7	0.7	0.7	0.6	0.4
Achievement test quartile of 1992								
First (low)	0.7	0.4	0.3	0.9	0.5	1.4	0.5	0.5
Second	0.7	0.3	0.4	0.8	0.7	0.6	0.5	0.6
Third	0.9	0.3	0.8	1.0	0.8	0.7	0.6	0.6
Fourth (high)	0.9	0.7	0.5	0.8	1.1	0.8	0.7	1.0
Parents' highest education level								
Less than a high school diploma	1.1	0.6	0.4	1.4	0.9	0.8	0.8	0.9
High school diploma or GED	1.0	0.3	0.9	1.1	0.6	0.6	0.4	0.6
Some college	0.7	0.5	0.3	0.6	0.7	0.5	0.4	0.5
Bachelor's degree or higher	0.8	0.3	0.4	0.9	0.8	0.8	0.7	0.9
High school program								
General	0.6	0.3	0.2	0.6	0.5	0.5	0.4	0.5
College preparatory	0.7	0.4	0.5	0.7	0.8	0.7	0.5	0.6
Vocational/technical	0.8	0.4	0.4	1.0	0.7	0.9	0.4	0.7
Other specialized program	2.1	0.5	0.6	1.0	1.1	0.6	0.9	2.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up (1992) and Third Follow-up (1994).

Table S36-1 Standard errors for table 36-1

Type of homework assignment and teachers' use of homework	Public			Private		
		Years of teaching experience			Years of teaching experience	
	Total	Less than 4 years	4 years or more	Total	Less than 4 years	4 years or more
Percentage of teachers who reported assigning types of homework at least once a week						
Write a journal entry	2.2	3.1	2.5	2.4	3.8	3.0
Prepare a written report	2.0	2.5	2.4	1.7	2.3	2.0
Work on problems for which there is no obvious method of solution	1.4	3.3	1.7	1.5	1.8	1.8
Read the textbook or other assigned reading	2.0	3.6	2.2	2.3	4.0	2.8
Apply concepts or principles to different or unfamiliar situations	1.6	3.4	1.7	2.6	3.5	2.9
Read supplementary material	1.9	3.4	2.1	2.2	3.7	2.6
Complete routine exercises or problems from worksheets, workbooks, or text	1.9	2.6	2.1	1.7	2.8	2.0
Work on a project, gather data, or conduct an experiment	2.0	3.5	2.2	2.1	3.3	2.5
Prepare an oral report	1.3	2.0	1.5	1.7	2.5	1.9
Complete a short writing assignment	2.0	3.3	2.3	2.5	4.2	3.0
Percentage of teachers who often used written homework in the following ways:						
Record only whether assignments were completed	2.7	3.6	3.1	2.5	4.0	2.8
Collect, correct, and keep assignments	2.0	3.7	2.3	2.6	3.7	3.0
Keep items in a student portfolio	2.1	3.5	2.4	3.0	3.0	3.4
Collect, correct, and return assignments to students	2.2	2.9	2.5	2.2	2.6	2.5
Have students exchange assignments and correct them in class	2.1	3.5	2.4	2.3	3.7	2.6
Have students correct their own assignments in class	2.4	3.2	2.7	3.2	3.7	3.6
Use assignments as a basis for class discussion	2.5	3.5	2.7	2.6	3.9	3.0
Use assignments as a basis for grading students	2.2	3.8	2.4	2.7	4.3	3.1
Use assignments as a basis for lesson planning	2.2	4.2	2.5	2.8	4.2	3.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table S37-1 Standard errors for table 37-1

Selected teaching methods	Total	Years of teaching experience Less than 4	 4 or more	Highest degree attained Associate's	 Bachelor's	 Master's	 Ed specialist or doctor's
Percentage of teachers who reported using the following instructional strategies at least once a week							
Provide instruction to the class as a whole	0.3	0.4	0.4	5.2	0.5	0.4	0.3
Facilitate a discussion	0.6	0.9	0.7	5.4	0.8	0.9	1.3
Demonstrate a concept using the board or overhead projector	0.6	0.8	0.7	6.7	1.0	1.2	2.5
Work with individual students	0.4	0.4	0.4	1.4	0.5	0.6	0.4
Demonstrate a concept using a computer, videotape, or other electronic medium	0.9	1.8	1.0	11.0	1.2	1.9	4.9
Lecture	1.1	1.5	1.2	11.6	1.6	1.6	4.2
Work with small groups of students	0.6	0.9	0.7	4.7	0.9	1.2	2.8
Lead a question-and-answer session	0.7	1.1	0.8	5.6	0.9	1.3	3.3
Demonstrate a concept using manipulatives, models, other tools, or objects	1.0	1.4	1.1	9.5	1.3	1.6	3.0
Administer a test or quiz for less than a full period	1.1	1.7	1.1	8.1	1.5	1.4	4.2
Administer a test or quiz for a full period	0.7	1.1	0.8	4.8	1.2	1.0	3.6
Percentage of teachers who emphasized the following at least once a week							
Generalizing from patterns or examples	0.8	1.3	0.9	4.7	1.1	1.4	4.0
Analyzing and interpreting information	0.8	1.1	0.9	3.4	0.9	1.2	3.1
Organizing, summarizing, or displaying informatior	0.9	1.2	1.0	6.5	1.2	1.3	4.2
Percentage of teachers who responded in the following ways at least once a week if a student gave an incorrect response							
Call on other students to get their responses and then discuss what is correct	0.7	1.2	0.8	5.6	1.1	1.1	2.6
Ask the student another question to help him or her get the correct response	0.5	0.7	0.5	1.9	0.7	0.8	2.3
Call on another student likely to give the correct response	0.9	1.3	1.0	7.7	1.3	1.4	4.5
Provide the correct response	1.0	1.5	1.1	10.5	1.4	1.5	4.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994-95.

Table S37-2 Standard errors for table 37-2

Selected teaching methods	Public			Private		
	Total	Elementary	Secondary	Total	Elementary	Secondary
Percentage of teachers who reported using the following instructional strategies at least once a week						
Provide instruction to the class as a whole	0.4	0.4	0.4	0.6	0.7	0.7
Facilitate a discussion	0.7	0.6	1.2	0.9	0.7	1.6
Demonstrate a concept using the board or overhead projector	0.7	0.7	1.2	1.1	1.0	1.7
Work with individual students	0.4	0.2	0.7	0.7	0.5	1.4
Demonstrate a concept using a computer, videotape, or other electronic medium	1.0	2.0	1.7	1.5	2.5	2.2
Lecture	1.3	2.1	1.5	1.6	2.3	2.3
Work with small groups of students	0.6	0.9	1.1	1.2	1.8	2.2
Lead a question-and-answer session	0.7	1.0	1.1	1.1	1.2	1.9
Demonstrate a concept using manipulatives, models, other tools, or objects	1.2	1.4	1.7	1.5	2.0	2.3
Administer a test or quiz for less than a full period	1.2	1.8	1.7	1.9	2.9	2.8
Administer a test or quiz for a full period	0.8	2.0	0.9	1.3	2.4	1.7
Percentage of teachers who emphasized the following at least once a week						
Generalizing from patterns or examples	0.9	1.4	1.0	1.3	2.3	2.1
Analyzing and interpreting information	0.9	1.7	1.2	1.2	1.9	1.5
Organizing, summarizing, or displaying information	1.0	2.0	1.2	1.1	2.4	2.0
Percentage of teachers who responded in the following ways if a student gave an incorrect response						
Call on other students to get their responses and then discuss what is correct	0.9	1.5	1.0	1.1	1.1	1.5
Ask the student another question to help him or her get the correct response	0.5	0.8	1.0	0.6	0.7	0.9
Call on another student likely to give the correct response	1.0	1.7	1.5	1.6	2.7	2.1
Provide the correct response	1.2	2.2	1.7	1.5	2.4	2.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994-95.

Table S37-3 Standard errors for table 37-3

Selected teaching methods	Public Total	Public Elementary	Public Secondary	Private Total	Private Elementary	Private Secondary
Percentage of teachers who required students to perform the following in-class activities at least once a week						
Respond orally to questions testing recall	0.8	0.8	1.3	1.0	1.4	1.5
Use school- or student-owned calculators	1.0	1.9	1.3	1.0	2.3	1.7
Lead whole group discussions	0.9	2.2	1.4	1.9	2.5	2.8
Listen to or observe teacher presentations	1.1	1.6	1.3	1.1	2.2	2.0
Use hands-on materials or objects	1.0	1.3	1.6	1.3	2.2	1.9
Complete a worksheet or workbook emphasizing routine practice	0.9	1.3	1.4	1.2	1.2	2.0
Use a textbook	1.2	1.5	1.4	1.3	1.6	1.7
Engage in discussion primarily with the teacher	0.9	0.8	1.4	1.2	1.5	1.8
Use school computers for writing	1.1	2.5	1.4	1.5	2.8	1.6
Use supplementary printed materials other than textbooks	0.9	1.1	1.5	1.2	1.8	1.9
Engage in discussion primarily with other students	0.9	1.6	1.5	1.1	1.8	1.8
Respond orally to open-ended questions	0.8	1.2	1.4	1.0	1.1	1.8
Work on a performing arts project	0.9	2.1	1.1	1.2	2.9	1.2
Percentage of teachers who reported that students performed the following at least once a week						
Explained how what they learned in class related to the real world	1.1	1.8	1.7	1.3	2.1	2.1
Worked individually on projects or presentations	1.4	2.4	1.7	1.5	2.5	2.2
Worked on projects that required at least one week to complete	1.0	2.0	1.3	1.3	2.4	1.8
Evaluated and improved their own work	1.1	2.0	1.6	1.6	3.0	2.4
Worked on problems for which there were several appropriate answers	1.1	1.8	1.8	1.4	2.9	1.9
Worked on problems for which there were several appropriate methods of solution	1.2	1.7	1.5	1.2	2.4	2.1
Worked as part of a group on projects or presentations to earn individual grades	1.2	2.4	1.6	1.0	2.3	1.8
Evaluated the work of other students	1.2	2.5	1.5	1.3	2.2	1.6
Worked as part of a group on projects or presentations to earn a group grade	1.0	1.9	1.4	1.0	2.2	1.3
Put events or things in order and explained why they were organized that way	1.1	2.4	1.5	1.7	2.6	2.7
Discussed with the whole class solutions developed in small groups	1.0	2.3	1.4	1.2	2.1	2.0
Conferred with other student about their work	1.2	1.8	1.7	1.3	2.7	2.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994-95.

Table S37-4 Standard errors for table 37-4

		Years of teaching experience		Level of education			
Selected teaching methods	Total	Less than 4	4 or more	Associate's	Bachelor's	Master's	Ed specialist or doctor's
Percentage of teachers who required students to perform the following in-class activities at least once a week							
Respond orally to questions testing recall	0.7	1.0	0.8	5.9	0.8	1.0	2.9
Use school- or student-owned calculators	0.9	1.4	1.0	4.2	1.2	1.5	5.6
Lead whole group discussions	0.9	1.7	1.0	10.8	1.5	1.4	4.4
Listen to or observe teacher presentations	0.9	1.5	1.1	7.7	1.1	1.5	4.7
Use hands-on materials or objects	0.9	1.4	1.0	6.7	1.1	1.4	4.4
Complete a worksheet or workbook emphasizing routine practice	0.8	1.4	0.9	9.8	1.1	1.4	3.7
Use a textbook	1.1	1.2	1.2	9.5	1.3	1.9	3.6
Engage in discussion primarily with the teacher	0.8	1.3	0.9	4.8	0.9	1.4	3.0
Use school computers for writing	0.9	1.5	1.0	4.5	1.3	1.6	5.2
Use supplementary printed materials other than textbooks	0.8	1.3	0.9	4.5	0.9	1.5	2.5
Engage in discussion primarily with other students	0.8	1.2	1.0	9.8	1.2	1.6	3.1
Respond orally to open-ended questions	0.7	1.1	0.8	2.8	1.0	1.1	2.0
Work on a performing arts project	0.8	1.3	0.8	7.4	1.2	1.3	4.8
Percentage of teachers who reported that students performed the following at least once a week							
Explained how what they learned in class related to the real world	1.0	1.2	1.2	6.9	1.5	1.7	4.8
Worked individually on projects or presentations	1.2	1.5	1.4	9.3	1.7	1.8	5.2
Worked on projects that required at least one week to complete	0.9	1.5	1.0	9.5	1.0	1.4	4.6
Evaluated and improved their own work	1.0	1.1	1.1	6.5	1.4	1.3	4.5
Worked on problems for which there were several appropriate answers	1.0	1.3	1.2	7.7	1.2	1.6	4.9
Worked on problems for which there were several appropriate methods of solution	1.1	1.6	1.3	9.3	1.2	1.7	5.0
Worked as part of a group on projects or presentations to earn individual grades	1.1	1.5	1.3	10.8	1.1	1.9	5.0
Evaluated the work of other students	1.0	1.7	1.2	9.8	1.1	1.6	5.4
Worked as part of a group on projects or presentations to earn a group grade	0.9	1.3	1.0	10.4	1.0	1.7	4.0
Put events or things in order and explained why they were organized that way	1.0	1.7	1.1	10.7	1.4	1.3	4.9
Discussed with the whole class solutions developed in small groups	0.9	1.3	1.0	10.6	1.3	1.7	4.1
Conferred with other student about their work	1.1	1.3	1.2	9.5	1.3	1.7	5.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

Table S38-1 Standard errors for table 38-1

Portfolio uses	Urbanicity			Percentage of minority students enrolled	
	Central city	Urban fringe/ large town	Rural/ small town	Less than 20 percent	20 percent or more
Total teachers who used student portfolios	3.6	3.6	3.5	4.0	2.7
Of those teachers who used student portfolios, those who used them for more than one subject	2.0	1.6	0.7	1.1	1.3
Teachers using student portfolios who reported using them at least once a week in the following ways:					
Training students to reflect upon and/or assess each piece of work	4.6	4.3	4.4	3.1	3.8
Training students to reflect upon and/or assess their overall progress	3.6	3.9	4.1	3.8	3.7
Communicating student progress to parents	3.5	3.6	2.8	2.3	3.1
Determining student grades or other formal progress reports	3.8	4.3	3.9	3.2	3.4
Planning for future lessons	5.6	4.8	4.4	3.9	4.2
Diagnosing student learning problems	5.2	4.9	3.5	2.8	4.1
Making informed decisions about student placement	3.8	4.1	3.7	2.8	3.5
Providing information for program/school accountability	3.8	1.9	2.9	2.3	2.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994-95.

Table S38-2 Standard errors for table 38-2

Portfolio uses	Percentage of students eligible for free or reduced-price lunch			
	0-5	6-20	21-40	41 or more
Total teachers who used student portfolios	7.4	5.0	5.2	2.6
Of those teachers who used student portfolios, those who used them for more than one subject	6.3	1.5	1.6	1.3
Teachers using student portfolios who reported using them at least once a week in the following ways:				
Training students to reflect upon and/or assess each piece of work	9.7	4.2	5.9	3.7
Training students to reflect upon and/or assess their overall progress	9.0	4.8	5.0	4.0
Communicating student progress to parents	7.7	4.2	4.3	3.0
Determining student grades or other formal progress reports	—	5.3	4.7	3.7
Planning for future lessons	5.9	5.6	6.2	4.1
Diagnosing student learning problems	10.8	5.7	5.4	3.7
Making informed decisions about student placement	—	3.3	5.4	3.6
Providing information for program/school accountability	6.3	3.9	2.7	2.6

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994-95.

Table S38-3 Standard errors for table 38-3

Types of work and subject areas	Public Total	Public Less than 4 years	Public 4 or more years	Private Total	Private Less than 4 years	Private 4 or more years
Types of work						
Worksheets	2.8	4.3	3.0	3.9	5.1	4.6
Open-ended problems	3.1	4.6	3.4	3.1	4.4	3.5
Exploratory investigation	2.4	3.1	2.7	3.5	5.2	4.1
Long-term projects	2.8	4.4	3.1	3.7	4.8	4.1
Interdisciplinary problems	2.3	2.9	2.6	3.6	3.7	4.0
Journal entries	3.0	3.6	3.4	3.8	5.5	4.1
Regularly assigned homework	2.5	3.8	2.8	3.6	3.9	4.1
Self-reflective writing	1.8	3.5	3.1	3.3	4.3	3.8
Narrative writing	2.4	3.5	2.7	3.5	4.9	4.1
Audio/video examples	1.6	2.3	1.7	—	—	—
Group work	2.7	3.4	3.0	3.1	5.0	3.6
Independent work	2.3	3.2	2.5	2.8	4.5	3.3
Tests and assessments	2.9	3.2	3.3	3.4	5.6	3.9
Subject areas						
English/language arts	1.9	2.2	2.1	2.3	2.7	2.6
Mathematics	3.1	4.0	3.5	3.6	6.3	4.2
Reading	3.0	3.2	3.3	3.5	4.7	4.1
Social studies	2.6	3.3	3.0	3.6	6.0	4.1
Science	2.7	3.8	3.1	3.5	5.5	3.9
Art	2.4	3.5	2.5	3.0	5.2	3.6
Other	1.3	2.0	1.4	—	—	—
Source of directives and suggestions						
School administration	2.7	3.5	3.1	3.4	5.6	4.0
School committee or task force	3.2	3.3	3.8	3.3	3.7	3.7
District staff	2.3	3.6	2.6	1.9	3.5	2.2
District committee or task force	2.1	3.8	2.5	2.0	3.1	2.2
State administration	2.3	2.6	2.5	2.3	3.8	2.7
State committee or task force	2.2	3.0	2.4	2.5	3.3	3.8
Classroom teacher	1.5	1.8	1.7	1.4	4.3	1.6
Students	3.1	3.7	3.5	4.0	4.6	4.6
Other	1.8	2.4	2.1	2.3	3.0	2.5

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994-95.

Table S38-4 Standard errors for table 38-4

Types of work and subject areas	Urbanicity			Percentage of minority students enrolled	
	Central city	Urban fringe/ large town	Rural/ small town	Less than 20 percent	20 percent or more
Types of work					
Worksheets	4.6	4.9	5.1	3.7	4.3
Open-ended problems	6.5	4.2	4.3	4.4	4.2
Exploratory investigation	5.0	4.0	3.5	3.3	3.4
Long-term projects	4.6	5.1	3.8	4.8	4.4
Interdisciplinary problems	4.5	3.3	4.3	3.7	3.1
Journal entries	4.4	4.4	4.3	4.1	4.6
Regularly assigned homework	4.7	4.0	4.2	3.3	4.0
Self-reflective writing	4.4	3.8	3.3	3.2	3.7
Narrative writing	4.8	4.3	4.3	3.8	3.5
Audio/video examples	2.5	2.9	2.6	2.4	2.4
Group work	4.7	4.5	4.4	3.9	3.7
Independent work	5.0	3.8	3.2	3.4	3.2
Tests and assessments	5.6	4.2	4.8	4.1	3.6
Subject areas					
English/language arts	3.5	3.3	3.7	2.9	3.1
Mathematics	5.5	4.5	5.2	5.0	3.7
Reading	5.0	5.2	3.6	4.5	3.9
Social studies	5.9	4.9	4.2	4.1	3.9
Science	5.5	3.9	3.8	4.0	3.9
Art	4.4	4.6	2.9	3.3	3.9
Other	2.1	2.7	1.7	2.2	1.4
Source of directives and suggestions					
School administration	4.7	5.3	4.9	4.4	3.8
School committee or task force	4.0	5.9	4.5	4.3	4.2
District staff	4.6	4.7	3.6	3.6	3.8
District committee or task force	4.7	4.8	4.1	3.2	3.5
State administration	3.6	3.9	3.3	2.5	3.5
State committee or task force	3.6	3.7	3.1	2.4	3.0
Classroom teacher	3.3	2.8	2.3	1.9	2.4
Students	5.2	5.4	4.6	4.1	4.4
Other	3.5	3.5	1.7	2.8	3.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994-95.

Table S38-5 Standard errors for table 38-5

Types of work and subject areas	0-5	6-20	21-40	41 or more
Types of work				
Worksheets	11.6	6.1	5.7	4.3
Open-ended problems	12.3	6.0	6.2	3.8
Exploratory investigation	9.2	5.9	4.8	3.6
Long-term projects	11.4	6.2	5.9	3.7
Interdisciplinary problems	9.0	4.9	5.1	2.9
Journal entries	8.6	6.9	5.5	4.1
Regularly assigned homework	13.2	4.1	5.3	4.1
Self-reflective writing	6.8	4.5	6.0	3.4
Narrative writing	9.1	5.9	5.5	3.4
Audio/video examples	9.8	3.4	1.5	2.5
Group work	10.1	6.7	6.3	3.6
Independent work	9.7	5.0	5.7	2.9
Tests and assessments	11.1	6.1	5.6	4.3
Subject areas				
English/language arts	8.0	4.4	5.1	3.2
Mathematics	10.9	5.9	6.0	4.1
Reading	12.4	5.9	6.8	3.6
Social studies	11.0	6.3	6.3	3.8
Science	11.9	5.8	6.5	3.8
Art	9.2	4.9	4.7	3.8
Other	3.9	3.4	3.6	4.5
Source of directives and suggestions				
School administration	10.1	7.2	6.4	4.3
School committee or task force	10.4	7.1	6.4	3.6
District staff	8.2	5.6	5.8	3.7
District committee or task force	8.5	6.4	5.5	3.6
State administration	9.7	3.7	3.6	3.2
State committee or task force	8.2	3.8	3.4	2.8
Classroom teacher	0.0	3.8	4.6	2.1
Students	9.3	6.0	5.2	4.6
Other	8.4	4.5	4.0	3.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994-95.

Table S39-1 Standard errors for table 39-1

Control of school	1987-88	1990-91	1993-94
Public	0.1	0.2	0.2
Private	0.3	0.4	0.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88, 1990-91, and 1993-94.

Table S39-2 Standard errors for table 39-2

State	Elementary	Secondary
Total	**0.1**	**0.1**
Alabama	0.4	0.2
Alaska	0.5	0.5
Arizona	0.4	0.3
Arkansas	0.4	0.3
California	0.3	0.4
Colorado	0.3	0.4
Connecticut	0.2	0.2
Delaware	0.4	0.4
District of Columbia	0.3	0.6
Florida	0.3	0.4
Georgia	0.2	0.3
Hawaii	0.3	0.8
Idaho	0.5	0.4
Illinois	0.3	0.3
Indiana	0.4	0.3
Iowa	0.6	0.5
Kansas	0.3	0.4
Kentucky	0.9	0.4
Louisiana	0.3	0.3
Maine	1.1	0.4
Maryland	0.7	0.3
Massachusetts	0.4	0.3
Michigan	1.9	0.3
Minnesota	1.0	0.4
Mississippi	0.4	0.4
Missouri	0.5	0.4
Montana	0.8	0.4
Nebraska	0.8	0.4
Nevada	0.7	0.6
New Hampshire	0.4	0.4
New Jersey	0.8	0.4
New Mexico	0.3	0.4
New York	0.4	0.4
North Carolina	0.2	0.3
North Dakota	0.7	0.5
Ohio	1.2	0.4
Oklahoma	0.4	0.3
Oregon	0.3	0.4
Pennsylvania	0.6	0.3
Rhode Island	0.6	0.5
South Carolina	0.7	0.4
South Dakota	0.3	0.4
Tennessee	1.2	0.4
Texas	0.2	0.4
Utah	0.4	0.2
Vermont	0.8	0.4
Virginia	0.3	0.3
Washington	1.3	0.2
West Virginia	0.5	0.3
Wisconsin	0.4	0.4
Wyoming	0.3	0.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

Table S40-1 Standard errors for table 40-1

Control and level of school	Participated in a formal teacher induction program during first year of teaching: 1 year	2–3 years	4 years or more	Master or mentor program
Public	**2.1**	**1.6**	**0.4**	**0.3**
Elementary	2.8	2.2	0.5	0.4
Secondary	1.8	1.4	0.4	0.3
Private	**2.6**	**1.6**	**0.6**	**0.5**
Elementary	3.0	1.7	0.7	0.6
Secondary	4.2	3.2	1.1	0.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table S40-2 Standard errors for table 40-2

Topic, type of support and activity, and outcomes of professional development	Elementary teachers: Total	Central city	Urban fringe/ large town	Rural/ small town	Secondary teachers: Total	Central city	Urban fringe/ large town	Rural/ small town
				Public				
In-service education or professional development topic								
Uses of educational technology for instruction	0.6	1.2	1.4	1.0	0.5	1.1	0.8	0.7
Methods of teaching in specific subject field	0.6	1.1	1.0	0.9	0.4	1.0	0.6	0.6
In-depth study in specific field	0.5	1.1	1.0	0.8	0.3	0.7	0.6	0.5
Student assessment	0.6	1.1	1.1	0.9	0.5	0.8	0.6	0.7
Cooperative learning in the classroom	0.6	1.2	1.2	0.9	0.5	1.1	0.9	0.7
Type of support received during 1993–94 school year for in-service education or professional development								
Released time from teaching	0.7	1.2	1.3	1.1	0.4	0.9	0.7	0.5
Scheduled time (built-in time)	0.6	0.9	1.3	0.9	0.4	0.8	0.8	0.6
Travel and/or per diem expenses	0.6	0.9	1.1	0.9	0.3	0.7	0.8	0.5
Tuition and/or fees	0.5	1.0	1.1	0.7	0.3	0.6	0.6	0.6
Professional growth credits	0.5	1.1	1.2	0.8	0.3	0.8	0.7	0.6
None of above	0.5	0.8	0.9	0.8	0.3	0.7	0.6	0.6
Type of professional development activity								
School district sponsored workshop or in-service	0.4	0.7	0.7	0.5	0.3	0.7	0.5	0.4
School sponsored workshop or in-service	0.5	0.8	0.9	0.7	0.4	0.8	0.7	0.4
University extension or adult education course	0.5	0.9	1.0	0.8	0.4	0.9	0.6	0.5
College course in specific subject field	0.5	0.8	1.0	0.8	0.3	0.8	0.5	0.5
Professional association sponsored workshop	0.6	1.1	1.2	0.9	0.4	0.9	0.7	0.5
Those who agreed with the following statements about their in-service education or professional development								
Provided information that was new to me	0.4	0.7	0.7	0.7	0.3	0.8	0.6	0.4
Changed my views on teaching	0.6	1.1	1.2	0.9	0.5	0.9	0.7	0.6
Caused me to change my teaching practices	0.5	1.1	1.2	0.8	0.4	1.0	0.7	0.6
Caused me to seek further information or training	0.6	1.1	1.1	0.8	0.4	0.9	0.8	0.7
Were generally a waste of my time	0.4	0.6	0.7	0.6	0.3	0.8	0.5	0.4

Table S40-2 Standard errors for table 40-2—Continued

Topic, type of support and activity, and outcomes of professional development	Elementary teachers				Secondary teachers			
	Total	Central city	Urban fringe/ large town	Rural/ small town	Total	Central city	Urban fringe/ large town	Rural/ small town
				Private				
In-service education or professional development topic								
Uses of educational technology for instruction	0.9	1.3	1.5	1.7	1.2	1.6	2.1	2.7
Methods of teaching in specific subject field	0.8	1.4	1.2	1.7	1.4	2.0	2.1	2.6
In-depth study in specific field	0.5	1.0	1.0	1.7	1.1	1.8	1.5	2.7
Student assessment	1.0	1.3	1.7	2.1	1.3	1.5	2.2	3.5
Cooperative learning in the classroom	1.0	1.4	1.6	2.3	1.5	2.1	2.0	3.0
Type of support received during 1993–94 school year for in-service education or professional development								
Released time from teaching	1.1	1.8	1.6	2.3	1.0	1.5	1.4	3.1
Scheduled time (built-in time)	0.9	1.2	1.4	1.7	1.0	1.8	1.8	2.4
Travel and/or per diem expenses	0.8	1.3	1.2	2.2	1.1	1.3	1.7	4.6
Tuition and/or fees	0.9	1.4	1.6	2.2	1.4	1.6	1.9	4.7
Professional growth credits	0.7	1.2	1.5	2.0	0.9	1.4	1.8	3.2
None of above	0.9	1.3	1.5	2.0	1.2	1.4	2.1	3.5
Type of professional development activity								
School district sponsored workshop or in-service	1.0	1.1	1.4	1.8	1.4	1.2	2.0	4.6
School sponsored workshop or in-service	0.8	1.2	1.4	2.0	1.0	1.4	1.6	2.8
University extension or adult education course	0.9	1.3	1.1	2.2	1.0	1.3	1.7	2.7
College course in specific subject field	0.8	1.4	0.9	1.8	1.2	1.6	1.5	2.2
Professional association sponsored workshop	1.0	1.7	1.9	1.8	1.2	1.9	1.9	4.5
Those who agreed with the following statements about their in-service education or professional development								
Provided information that was new to me	0.7	1.1	0.9	1.7	0.9	1.2	1.4	1.8
Changed my views on teaching	0.8	1.2	1.5	2.0	1.5	1.6	2.3	3.3
Caused me to change my teaching practices	1.0	1.6	1.5	2.1	1.6	2.0	2.3	3.2
Caused me to seek further information or training	0.6	1.3	1.3	1.9	1.3	1.9	2.2	3.7
Were generally a waste of my time	0.4	0.6	0.7	0.9	0.8	1.2	1.1	1.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table S40-3 Standard errors for table 40-3

Topic, type of support and activity, and outcomes of professional development	Elementary teachers				Secondary teachers			
	0-5	6-20	21-40	41-100	0-5	6-20	21-40	41-100
In-service education or professional development topic								
Uses of educational technology for instruction	2.5	1.3	1.5	0.8	1.2	0.8	1.2	1.0
Methods of teaching in specific subject field	2.0	1.5	1.1	0.9	1.0	0.7	1.1	0.8
In-depth study in specific field	2.1	1.3	1.0	0.8	0.8	0.5	0.9	0.7
Student assessment	2.2	1.5	1.3	0.8	1.0	0.8	1.1	0.9
Cooperative learning in the classroom	2.8	1.1	1.3	0.8	1.4	0.8	1.0	0.9
Type of support received during 1993-94 school year for in-service education or professional development								
Released time from teaching	2.0	1.7	1.2	0.9	0.9	0.8	0.7	0.8
Scheduled time (built-in time)	2.3	1.4	1.2	0.8	1.0	0.7	0.7	0.9
Travel and/or per diem expenses	2.1	1.1	1.2	0.7	1.0	0.6	0.8	0.8
Tuition and/or fees	2.1	1.0	1.2	0.8	0.8	0.6	0.7	0.6
Professional growth credits	2.3	1.3	1.4	0.8	1.3	0.6	0.8	0.8
None of above	1.6	1.0	1.0	0.7	1.0	0.6	0.6	0.7
Type of professional development activity								
School district sponsored workshop or in-service	1.4	0.8	0.7	0.6	0.9	0.5	0.6	0.7
School sponsored workshop or in-service	2.0	1.0	1.0	0.6	1.0	0.6	0.7	0.8
University extension or adult education course	1.9	1.1	1.1	0.6	0.9	0.6	0.7	0.8
College course in specific subject field	1.7	1.0	1.0	0.7	0.8	0.6	0.8	0.8
Professional association sponsored workshop	2.1	1.7	1.0	0.8	1.0	0.7	0.9	0.8
Those who agreed with the following statements about their in-service education or professional development								
Provided information that was new to me	1.2	1.0	0.7	0.6	0.7	0.5	0.8	0.7
Changed my views on teaching	2.4	1.4	1.0	0.8	1.2	0.7	0.9	0.8
Caused me to change my teaching practices	1.6	1.5	1.2	0.9	1.1	0.8	0.8	1.0
Caused me to seek further information or training	1.8	1.2	1.2	0.9	1.0	0.7	1.1	0.9
Were generally a waste of my time	1.1	0.9	0.7	0.6	0.8	0.6	0.7	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table S40-4 Standard errors for table 40-4

Topic, type of support and activity, and outcomes of professional development	Elementary teachers				Secondary teachers			
	Less than 150	150-499	500-749	750 or more	Less than 150	150-499	500-749	750 or more
				Public				
In-service education or professional development topic								
Uses of educational technology for instruction	2.6	0.8	1.1	2.0	2.3	0.9	1.0	0.6
Methods of teaching in specific subject field	2.8	0.8	1.0	1.5	1.9	0.8	1.1	0.6
In-depth study in specific field	2.3	0.8	0.8	1.0	1.6	0.7	0.9	0.4
Student assessment	2.9	0.9	1.0	1.4	1.9	1.1	1.2	0.6
Cooperative learning in the classroom	2.8	0.9	1.1	1.3	1.8	0.9	1.2	0.7
Type of support received during 1993–94 school year for in-service education or professional development								
Released time from teaching	2.6	0.9	1.1	1.6	1.5	0.7	1.1	0.5
Scheduled time (built-in time)	2.3	1.0	1.0	1.4	1.4	0.8	0.9	0.6
Travel and/or per diem expenses	2.0	0.8	0.9	1.4	1.6	0.8	0.9	0.6
Tuition and/or fees	2.3	0.7	0.8	1.4	1.6	0.7	1.0	0.4
Professional growth credits	2.1	0.9	1.0	1.6	1.8	0.7	0.9	0.5
None of above	1.8	0.7	0.8	1.2	1.1	0.7	0.9	0.5
Type of professional development activity								
School district sponsored workshop or in-service	1.8	0.5	0.7	1.0	1.4	0.8	0.8	0.4
School sponsored workshop or in-service	2.5	0.7	1.0	1.1	1.2	0.9	0.8	0.5
University extension or adult education course	2.5	0.7	1.1	1.2	1.6	0.8	1.0	0.5
College course in specific subject field	1.9	0.7	0.9	1.2	1.7	0.7	0.9	0.3
Professional association sponsored workshop	2.0	1.0	1.0	1.2	1.8	0.8	0.9	0.6
Those who agreed with the following statements about their in-service education or professional development								
Provided information that was new to me	2.8	0.6	0.7	0.8	1.6	0.7	0.8	0.4
Changed my views on teaching	2.5	0.8	1.1	1.5	1.8	0.8	1.0	0.6
Caused me to change my teaching practices	2.8	1.0	0.9	1.3	1.7	0.8	0.8	0.6
Caused me to seek further information or training	2.5	0.8	1.2	1.4	1.9	0.9	1.0	0.5
Were generally a waste of my time	0.9	0.6	0.5	0.8	1.7	0.6	0.7	0.4

Table S40-4 Standard errors for table 40-4—Continued

Topic, type of support and activity, and outcomes of professional development	Elementary teachers				Secondary teachers			
	Less than 150	150-499	500-749	750 or more	Less than 150	150-499	500-749	750 or more
				Private				
In-service education or professional development topic								
Uses of educational technology for instruction	1.6	1.1	3.0	6.9	3.1	2.1	2.2	2.2
Methods of teaching in specific subject field	1.3	1.2	2.4	4.2	4.8	2.4	2.5	1.7
In-depth study in specific field	1.3	0.8	1.7	4.8	4.4	1.7	2.4	1.8
Student assessment	1.7	1.2	3.1	6.6	3.3	1.6	2.8	2.2
Cooperative learning in the classroom	1.8	1.2	2.8	6.7	3.8	2.3	3.0	2.2
Type of support received during 1993-94 school year for in-service education or professional development								
Released time from teaching	2.0	1.3	2.5	7.3	3.7	1.9	2.4	1.7
Scheduled time (built-in time)	1.7	1.3	2.2	5.5	4.2	1.6	2.6	1.9
Travel and/or per diem expenses	1.8	1.1	1.9	5.1	4.0	1.6	3.0	2.6
Tuition and/or fees	1.7	1.2	2.1	7.1	3.6	2.2	3.0	2.6
Professional growth credits	1.1	1.2	2.4	6.2	2.7	1.6	2.0	2.5
None of above	1.8	1.1	1.7	6.4	4.1	1.9	2.1	2.1
Type of professional development activity								
School district sponsored workshop or in-service	2.4	1.6	2.9	2.0	4.1	1.8	2.0	2.5
School sponsored workshop or in-service	1.9	1.0	1.5	3.9	4.7	1.6	1.7	1.5
University extension or adult education course	1.5	1.0	1.8	5.2	3.4	1.8	1.9	2.3
College course in specific subject field	1.3	1.0	3.0	3.2	2.8	1.9	1.7	1.6
Professional association sponsored workshop	1.6	1.3	2.7	5.5	4.5	2.0	2.6	2.2
Those who agreed with the following statements about their in-service education or professional development								
Provided information that was new to me	1.4	0.9	1.9	5.4	1.9	1.4	1.9	1.7
Changed my views on teaching	1.9	1.0	3.3	4.3	5.6	2.3	2.3	2.3
Caused me to change my teaching practices	1.8	1.0	3.1	5.0	4.6	2.3	2.4	1.8
Caused me to seek further information or training	2.2	0.9	2.8	4.0	3.6	2.2	3.0	2.3
Were generally a waste of my time	0.9	0.5	1.1	4.6	2.2	1.7	1.2	1.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table S40-5 Standard errors for table 40-5

Topic, type of support and activity, and outcomes of professional development	Central city				Urban fringe/large town				Rural/small town			
	0-5	6-20	21-40	41-100	0-5	6-20	21-40	41-100	0-5	6-20	21-40	41-100
In-service education or professional development topic												
Uses of educational technology for instruction	3.3	2.0	2.1	1.3	2.0	1.4	1.8	2.3	1.9	1.2	1.6	1.2
Methods of teaching in specific subject field	3.1	1.6	1.4	1.1	1.6	1.3	1.8	2.0	1.9	1.2	1.1	0.9
In-depth study in specific field	2.6	1.5	1.6	1.3	1.4	1.5	1.5	1.5	2.5	0.9	0.9	0.8
Student assessment	3.1	1.5	1.8	1.2	1.8	1.5	2.0	1.5	2.3	1.1	1.1	1.1
Cooperative learning in the classroom	3.2	1.8	1.8	1.2	1.9	1.4	1.8	1.6	2.4	1.1	1.3	1.1
Type of support received during 1993-94 school year for in-service education or professional development												
Released time from teaching	3.1	2.0	1.6	1.3	1.8	1.4	1.9	2.1	2.3	1.3	1.1	1.2
Scheduled time (built-in time)	2.3	1.7	2.2	1.0	2.0	1.7	1.8	1.6	2.3	1.1	0.9	0.9
Travel and/or per diem expenses	2.5	1.8	1.2	1.1	1.8	1.1	1.3	1.2	2.2	0.8	1.3	0.8
Tuition and/or fees	1.6	1.7	1.2	1.2	1.7	1.0	1.4	1.6	2.3	0.9	1.0	0.9
Professional growth credits	4.3	1.5	1.9	1.1	1.6	1.3	1.9	1.9	2.3	1.1	1.4	0.9
None of above	2.0	1.5	1.3	1.0	1.5	0.9	1.4	1.6	1.9	0.8	1.2	0.8
Type of professional development activity												
School district sponsored workshop or in-service	1.7	1.1	1.0	0.9	1.2	0.9	0.9	1.0	1.6	0.7	0.8	0.5
School sponsored workshop or in-service	2.5	1.3	1.1	0.8	1.3	1.2	1.6	1.1	2.7	0.8	0.8	0.8
University extension or adult education course	2.4	1.2	1.6	0.9	1.4	1.4	1.2	1.2	2.1	1.0	1.0	0.8
College course in specific subject field	2.3	1.2	1.3	0.8	1.5	0.9	1.2	1.4	1.8	0.9	0.8	0.9
Professional association sponsored workshop	2.4	1.6	1.5	1.3	1.8	1.5	1.6	1.9	2.1	1.1	1.1	0.9
Those who agreed with the following statement about their in-service education or professional development												
Provided information that was new to me	2.5	1.0	1.6	0.8	0.9	0.9	1.1	1.3	1.6	0.9	0.9	0.9
Changed my views on teaching	2.7	1.7	1.5	1.3	1.8	1.3	1.6	1.8	1.9	1.2	1.3	1.0
Caused me to change my teaching practices	2.8	1.7	1.7	1.3	1.5	1.6	1.7	1.6	2.0	1.3	1.2	1.0
Caused me to seek further information or training	3.5	1.8	2.0	1.4	1.4	1.1	2.0	1.6	1.4	1.3	1.1	1.0
Were generally a waste of my time	1.9	1.2	1.2	0.8	0.9	0.9	1.0	1.0	1.4	0.8	0.8	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table S40-6 Standard errors for table 40-6

State	Uses of educational technology for instruction	Methods of teaching in your subject field	In-depth study in your subject field	Student assessment	Cooperative learning in the classroom
All states	**0.4**	**0.4**	**0.3**	**0.3**	**0.4**
Alabama	1.8	1.5	2.2	2.5	2.4
Alaska	2.2	1.8	1.5	2.9	2.3
Arizona	2.3	1.7	1.6	2.0	1.9
Arkansas	2.2	1.8	1.8	1.9	1.9
California	2.3	1.6	1.7	1.7	1.9
Colorado	2.4	1.4	1.7	1.7	2.2
Connecticut	1.9	1.8	1.3	1.5	1.8
Delaware	2.8	2.1	2.2	1.7	2.5
District of Columbia	3.1	3.2	2.3	2.5	3.2
Florida	1.5	1.7	2.3	2.0	2.4
Georgia	1.6	1.8	1.2	2.2	2.1
Hawaii	2.5	2.0	2.7	2.3	2.3
Idaho	2.3	1.9	1.9	2.0	2.1
Illinois	1.5	1.3	1.1	1.2	1.5
Indiana	1.8	2.3	1.3	1.9	2.4
Iowa	2.9	2.2	1.8	2.1	2.4
Kansas	1.7	1.6	1.3	1.9	1.7
Kentucky	2.2	1.8	3.0	1.0	2.3
Louisiana	2.1	1.4	1.6	1.8	1.8
Maine	1.9	2.3	2.0	2.6	2.1
Maryland	1.8	1.9	1.8	2.2	1.9
Massachusetts	1.3	1.2	1.3	1.2	1.2
Michigan	2.1	2.1	1.8	2.7	1.8
Minnesota	2.3	2.0	1.8	2.5	2.4
Mississippi	1.9	2.2	1.5	2.2	2.1
Missouri	2.3	1.9	1.4	1.8	2.1
Montana	1.8	1.4	1.3	1.3	1.5
Nebraska	2.2	1.5	1.5	1.7	1.8
Nevada	2.4	2.0	2.2	2.4	1.9
New Hampshire	2.7	2.3	2.8	2.2	2.4
New Jersey	2.5	2.1	2.1	2.6	2.2
New Mexico	1.8	1.7	1.7	1.9	2.1
New York	2.1	2.2	1.6	2.4	2.0
North Carolina	2.3	1.9	1.9	1.9	1.8
North Dakota	1.9	1.9	1.6	2.2	1.7
Ohio	2.0	1.9	1.7	1.5	2.2
Oklahoma	2.3	1.8	1.7	1.3	2.0
Oregon	2.1	2.3	1.7	2.5	2.5
Pennsylvania	2.3	2.0	1.6	2.0	2.4
Rhode Island	2.2	3.0	1.8	3.0	3.5
South Carolina	2.8	2.8	2.2	2.4	2.3
South Dakota	2.7	1.5	1.6	2.2	1.5
Tennessee	2.4	2.3	1.8	2.0	2.2
Texas	1.9	1.7	1.7	1.7	1.3

Table S40-6 Standard errors for table 40-6—Continued

State	Uses of educational technology for instruction	Methods of teaching in your subject field	In-depth study in your subject field	Student assessment	Cooperative learning in the classroom
Utah	2.0	1.3	1.2	1.7	1.3
Vermont	2.8	2.2	2.0	2.8	2.0
Virginia	2.4	2.4	2.1	2.2	2.9
Washington	2.0	1.7	1.8	2.1	2.5
West Virginia	2.5	2.0	1.9	2.2	2.0
Wisconsin	2.2	2.3	1.8	2.3	2.3
Wyoming	1.5	1.5	1.0	1.9	1.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table S41-1 Standard errors for table 41-1

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0–5	6–20	21–40	41–100	Less than 150	150–499	500–749	750 and more
Percentage of teachers who reported that teachers had a good deal of influence in their school over:									
Setting discipline policy	0.7	3.2	1.5	1.4	1.0	1.9	1.0	1.3	1.6
Determining the content of in-service programs	0.7	2.2	1.4	1.1	1.0	2.0	0.7	1.1	1.8
Establishing curriculum	0.6	2.8	1.6	1.3	0.8	2.2	0.9	1.1	1.5
Percentage of teachers who reported a good deal of control in their classroom over:									
Selecting textbooks and other instructional materials	0.7	3.0	1.5	1.3	1.0	1.7	0.8	1.3	1.8
Selecting content, topics, and skills to be taught	0.7	3.0	1.3	1.0	1.0	1.8	0.9	1.3	1.6
Selecting teaching techniques	0.5	1.6	0.9	0.8	0.7	1.2	0.6	0.8	1.2
Evaluating and grading students	0.4	2.1	1.0	0.7	0.6	1.3	0.6	0.9	1.2
Disciplining students	0.7	2.1	1.3	1.1	0.9	1.5	0.6	1.4	1.5
Determining the amount of homework to be assigned	0.6	2.2	1.3	1.0	0.8	0.9	0.6	1.0	1.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

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Table S41-2 Standard errors for table 41-2

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0–5	6–20	21–40	41–100	Less than 150	150–499	500–749	750 and more
Percentage of principals who reported that a group had a good deal of influence over:									
Setting discipline policy									
State Department of Education	0.6	2.3	1.6	1.5	1.3	3.0	1.0	1.3	2.2
School district staff	0.9	2.9	2.0	2.0	1.2	3.4	1.3	2.0	2.2
School board	1.0	4.4	2.1	1.7	1.6	2.5	1.3	1.9	2.6
Principal	0.6	2.1	1.6	1.0	1.1	2.0	1.0	1.1	1.5
Teachers	0.7	2.4	1.7	1.4	1.4	1.9	1.2	1.3	2.2
Parent association	0.8	3.3	1.9	1.6	1.0	1.7	1.1	1.6	1.9
Determining the content of in-service programs									
State Department of Education	0.7	2.2	1.5	1.5	1.2	2.4	1.0	1.7	2.1
School district staff	0.8	3.4	1.7	1.6	1.4	3.5	1.0	1.4	2.4
School board	0.8	2.5	1.7	1.6	1.2	2.1	1.0	1.7	2.2
Principal	1.0	3.1	2.0	1.9	1.2	2.8	1.4	1.3	2.1
Teachers	0.9	2.9	2.1	2.0	1.3	3.2	1.2	1.4	2.4
Parent association	0.5	0.9	0.7	1.0	0.7	1.2	0.5	1.0	1.6
Establishing curriculum									
State Department of Education	0.9	3.4	1.8	1.9	1.2	3.1	1.3	1.3	2.3
School district staff	1.0	3.3	1.9	2.0	1.4	3.7	1.3	1.8	2.4
School board	0.9	3.4	2.0	1.8	1.5	2.8	1.4	1.5	2.5
Principal	1.0	3.4	2.2	2.4	1.5	3.1	1.5	1.8	2.3
Teachers	1.1	2.9	2.4	2.2	1.5	3.2	1.5	1.7	2.2
Parent association	0.5	2.8	1.5	0.9	0.7	1.7	0.7	1.2	1.6
Deciding how the school budget will be spent									
State Department of Education	0.9	3.1	2.1	2.1	1.4	3.3	1.2	1.8	2.2
School district staff	1.0	4.1	2.2	1.8	1.5	3.0	1.1	1.8	2.9
School board	1.0	3.1	2.3	1.7	1.7	3.3	1.3	1.7	2.6
Principal	1.0	3.3	2.3	1.9	1.4	3.5	1.6	1.8	2.4
Teachers	0.8	3.7	2.6	1.7	1.4	3.1	1.3	1.8	2.3
Parent association	0.7	2.3	1.4	1.5	0.8	1.6	0.9	1.1	1.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Administrator Questionnaire).

Table S41-3 Standard errors for table 41-3

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0-6	6-20	21-40	41-100	Less than 150	150-499	500-749	750 and more
Percentage of teachers who reported that teachers had a good deal of influence in their school over:									
Setting discipline policy	0.3	1.1	0.7	0.9	0.8	1.6	0.9	1.1	0.4
Determining the content of in-service programs	0.4	1.3	0.7	0.8	0.7	1.4	0.9	1.1	0.5
Establishing curriculum	0.4	1.1	0.7	0.9	0.8	1.3	1.1	1.0	0.5
Percentage of teachers who reported a good deal of control in their classroom over:									
Selecting textbooks and other instructional materials	0.4	1.1	0.9	0.9	1.0	1.0	0.9	1.0	0.7
Selecting content, topics, and skills to be taught	0.4	1.0	0.8	1.0	0.8	1.0	0.8	1.1	0.5
Selecting teaching techniques	0.3	0.7	0.5	0.5	0.5	0.7	0.5	0.7	0.4
Evaluating and grading students	0.3	0.7	0.4	0.5	0.5	0.7	0.5	0.5	0.4
Disciplining students	0.5	1.2	0.8	1.0	0.9	1.4	0.7	1.1	0.6
Determining the amount of homework to be assigned	0.3	0.6	0.6	0.7	0.5	0.9	0.5	0.7	0.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table S41-4 Standard errors for table 41-4

School and classroom decisions	Total	Percentage of students eligible for free or reduced-price lunch				School size			
		0–6	6–20	21–40	41–100	Less than 150	150–499	500–749	750 and more
Percentage of principals who reported that a group had a good deal of influence over:									
Setting discipline policy									
State Department of Education	0.6	2.4	0.8	1.4	1.3	2.6	0.9	1.3	0.9
School district staff	1.0	2.5	1.4	1.9	1.8	3.0	1.9	2.2	1.1
School board	0.8	2.5	1.7	1.5	1.6	2.6	1.6	2.3	1.2
Principal	0.5	1.2	0.7	1.1	1.1	1.9	1.1	0.8	0.7
Teachers	1.0	1.8	1.5	1.8	1.4	2.5	1.7	1.4	1.2
Parent association	0.6	2.3	0.9	1.1	1.6	2.1	1.1	1.5	0.8
Determining the content of in-service programs									
State Department of Education	0.7	1.2	1.1	1.7	1.5	2.2	1.6	1.5	1.0
School district staff	0.9	2.5	1.5	1.6	1.4	3.2	1.3	2.2	1.4
School board	0.7	1.1	0.9	1.5	1.6	2.1	1.2	1.6	0.8
Principal	1.0	2.8	1.1	1.6	1.7	3.5	1.4	1.9	1.1
Teachers	0.7	1.7	1.2	1.1	1.7	2.1	1.4	1.8	1.0
Parent association	0.4	1.8	0.5	1.2	0.7	2.1	0.6	0.8	0.3
Establishing curriculum									
State Department of Education	0.7	2.3	1.2	1.4	1.6	2.8	1.2	1.8	1.0
School district staff	0.9	2.7	1.5	1.7	1.5	2.8	1.7	1.9	1.1
School board	0.9	2.3	1.5	1.6	2.0	2.8	1.7	2.4	1.0
Principal	0.8	2.7	1.3	1.8	1.7	3.0	1.7	1.8	1.1
Teachers	0.8	2.0	1.4	2.1	1.4	2.6	1.5	1.5	1.2
Parent association	0.5	1.6	0.5	0.8	0.9	1.7	0.7	1.1	0.5
Deciding how the school budget will be spent									
State Department of Education	0.6	1.9	1.2	1.6	1.8	2.3	1.6	2.0	0.8
School district staff	0.9	2.3	1.6	1.8	1.5	2.6	1.8	2.1	1.3
School board	0.7	2.9	1.2	1.4	1.6	3.2	1.6	2.0	1.1
Principal	0.8	2.1	1.5	1.5	1.5	3.2	1.5	2.0	0.9
Teachers	0.8	2.1	1.2	1.6	1.7	2.7	1.4	2.3	1.0
Parent association	0.3	1.9	0.5	0.5	0.7	1.8	0.5	0.8	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Administrator Questionnaire).

Table S41-5 Standard errors for table 41-5

School and classroom	Central city					Urban fringe					Rural				
decisions	Total	0-5	6-20	21-40	41-100	Total	0-5	6-20	21-40	41-100	Total	0-5	6-20	21-40	41-100
Percentage of teachers who reported that teachers had a good deal of influence in their school over:															
Setting discipline policy	1.2	4.3	2.4	2.7	1.7	1.3	5.2	2.5	2.8	1.5	1.0	3.4	2.7	1.9	1.5
Determining the content of in-service programs	1.3	5.6	3.7	2.3	1.7	1.1	3.4	2.3	2.6	1.9	0.8	3.6	1.8	1.4	1.3
Establishing curriculum	1.2	4.5	3.4	2.2	1.2	1.2	4.0	2.6	2.4	1.5	1.0	4.0	2.3	2.1	1.4
Percentage of teachers who reported a good deal of control in their classroom over:															
Selecting textbooks and other instructional materials	1.2	5.0	3.3	2.5	1.5	1.6	3.6	2.6	3.1	2.1	0.8	4.6	1.9	1.7	1.2
Selecting content, topics, and skills to be taught	1.2	4.5	3.8	2.5	1.4	1.5	3.3	2.1	2.9	2.5	0.9	5.5	2.0	1.4	1.1
Selecting teaching techniques	0.9	3.2	2.4	2.3	1.0	0.9	2.1	1.3	1.6	1.7	0.6	2.8	2.0	1.0	0.9
Evaluating and grading students	0.9	6.3	2.5	1.5	1.1	0.8	1.7	1.3	1.3	1.6	0.7	3.2	1.7	1.3	0.8
Disciplining students	1.4	4.9	2.5	1.8	1.8	1.1	2.4	1.9	2.3	2.2	1.0	2.6	2.1	2.0	1.1
Determining the amount of homework to be assigned	1.1	5.4	2.6	2.3	1.4	1.0	2.4	2.4	1.9	1.7	0.7	5.0	1.4	1.4	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table S41-6 Standard errors for table 41-6

School and classroom decisions	Central city					Urban fringe					Rural				
	Total	0-5	6-20	21-40	41-100	Total	0-5	6-20	21-40	41-100	Total	0-5	6-20	21-40	41-100
Percentage of principals who reported that a group had a good deal of influence over:															
Setting discipline policy															
State Department of Education	1.4	7.0	3.6	2.9	2.0	1.7	3.4	2.9	3.4	2.6	0.9	3.0	2.7	2.0	1.6
School district staff	1.6	7.5	5.1	5.0	2.2	2.0	4.4	3.5	3.6	2.9	1.4	6.6	3.7	3.0	1.5
School board	2.0	9.3	4.5	4.8	2.8	2.2	5.5	3.5	3.8	4.3	1.3	6.5	3.8	2.4	1.9
Principal	1.4	4.6	3.3	2.4	1.8	1.5	2.9	2.8	1.3	3.0	1.0	1.2	2.5	1.7	1.6
Teachers	1.2	7.1	3.6	3.8	2.0	1.4	3.4	2.7	2.6	3.3	1.2	4.6	2.7	2.0	1.9
Parent association	1.5	7.3	3.6	4.2	1.9	1.6	4.2	3.6	3.4	2.4	1.0	5.7	2.1	2.2	1.1
Determining the content of in-service programs															
State Department of Education	2.0	4.1	3.4	4.1	2.3	1.6	3.5	2.8	2.3	3.2	1.0	4.3	2.4	2.1	1.4
School district staff	1.7	8.8	4.2	3.9	2.3	1.9	5.4	3.4	3.2	3.0	1.1	5.8	3.0	2.3	1.6
School board	1.8	8.0	3.2	3.9	2.5	1.5	3.6	3.4	2.8	2.4	0.9	4.4	2.7	2.0	1.3
Principal	1.8	7.0	4.2	4.2	2.3	1.8	3.9	2.8	3.1	3.4	1.4	5.1	3.2	2.6	1.8
Teachers	1.8	7.9	4.2	3.9	2.4	1.6	3.6	3.5	3.4	3.2	1.4	4.9	3.4	2.7	1.8
Parent association	0.9	1.3	2.1	2.1	1.1	0.9	1.0	1.1	1.9	1.9	0.5	2.5	1.1	1.4	1.0
Establishing curriculum															
State Department of Education	1.7	9.2	3.6	4.0	2.3	1.8	4.7	2.5	3.0	3.1	1.3	6.2	3.7	2.8	1.5
School district staff	1.9	8.4	5.4	5.0	2.0	1.5	3.7	2.7	3.8	3.0	1.6	6.1	3.8	2.7	2.1
School board	2.1	8.9	4.6	4.6	2.5	1.7	5.1	3.8	3.5	3.3	1.3	5.3	3.6	2.6	1.9
Principal	1.9	6.7	5.1	4.0	2.6	1.5	4.7	3.2	4.0	3.3	1.7	5.4	3.6	3.4	2.1
Teachers	2.1	8.4	4.7	4.3	2.7	1.6	3.4	3.6	4.2	3.3	1.5	5.0	3.4	2.6	2.0
Parent association	1.0	7.0	3.6	1.8	1.5	1.1	3.5	2.5	2.0	1.8	0.6	3.7	2.3	1.1	0.9
Deciding how the school budget will be spent															
State Department of Education	1.9	7.7	3.9	4.7	2.6	1.6	4.0	3.2	2.3	3.0	1.4	6.2	4.2	2.9	1.6
School district staff	2.2	7.6	4.2	4.7	2.7	1.8	5.6	3.4	4.1	3.4	1.4	6.1	3.6	2.6	1.9
School board	2.1	8.2	4.1	5.7	3.1	1.8	4.5	3.9	3.6	3.7	1.4	6.8	3.0	2.6	1.9
Principal	2.2	7.6	4.5	4.0	2.7	2.0	4.4	3.6	3.2	3.4	1.6	5.8	3.5	2.8	2.1
Teachers	2.2	7.1	5.0	4.6	2.9	1.8	4.7	3.5	3.2	3.4	1.4	6.7	3.3	2.8	2.0
Parent association	1.4	6.0	4.0	4.4	1.5	0.9	3.2	2.0	2.1	2.0	0.7	2.1	1.5	1.6	1.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Administrator Questionnaire).

Table S41-7 Standard errors for table 41-7

School and classroom decisions	Central city					Urban fringe					Rural				
	Total	0-5	6-20	21-40	41-100	Total	0-5	6-20	21-40	41-100	Total	0-5	6-20	21-40	41-100
Percentage of teachers who reported that teachers had a good deal of influence in their school over:															
Setting discipline policy	0.8	2.7	1.4	1.8	1.3	0.6	1.7	1.2	1.3	1.6	0.7	2.0	1.1	1.6	1.0
Determining the content of in-service programs	0.7	2.4	1.7	1.5	1.2	0.9	1.8	1.2	1.4	2.2	0.6	2.0	1.0	1.2	1.0
Establishing curriculum	0.7	2.6	1.4	1.7	1.4	1.0	1.9	1.4	1.8	2.1	0.7	1.9	1.0	1.4	1.0
Percentage of teachers who reported a good deal of control in their classroom over:															
Selecting textbooks and other instructional materials	1.0	2.5	1.7	1.5	1.6	0.7	1.6	1.3	1.7	1.9	0.5	1.4	0.9	1.3	1.1
Selecting content, topics, and skills to be taught	0.9	2.7	1.8	1.9	1.5	0.8	1.5	1.4	1.8	2.1	0.6	1.4	0.9	1.7	1.0
Selecting teaching techniques	0.5	1.7	1.0	1.1	0.9	0.6	1.0	0.8	0.9	1.9	0.3	1.0	0.7	0.9	0.6
Evaluating and grading students	0.6	1.5	0.9	1.2	0.9	0.5	0.9	0.7	1.1	1.2	0.4	1.3	0.5	0.7	0.6
Disciplining students	0.9	2.7	1.5	1.6	1.7	0.8	1.7	1.5	1.5	2.2	0.6	1.7	0.9	1.5	1.0
Determining the amount of homework to be assigned	0.6	1.7	1.3	1.6	0.7	0.6	0.9	1.2	0.8	1.6	0.4	1.2	0.7	1.0	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table S41-8 Standard errors for table 41-8

School and classroom	Central city					Urban fringe					Rural				
decisions	Total	0-5	6-20	21-40	41-100	Total	0-5	6-20	21-40	41-100	Total	0-5	6-20	21-40	41-100
Percentage of principals who reported that a group had a good deal of influence over:															
Setting discipline policy															
State Department of Education	1.5	2.6	2.7	3.4	3.0	1.5	4.0	2.2	2.2	3.8	0.8	2.7	1.2	1.9	1.6
School district staff	1.6	6.1	3.7	3.5	2.9	1.6	3.2	2.7	3.3	5.3	1.2	4.3	1.9	2.4	2.5
School board	1.6	5.0	3.5	2.8	2.9	1.6	3.8	3.0	3.3	5.0	1.1	4.1	2.1	2.1	2.3
Principal	1.3	3.5	2.4	2.3	2.2	0.9	1.7	1.5	2.7	3.5	0.7	1.7	1.0	1.5	1.4
Teachers	1.7	5.2	3.4	3.4	2.6	1.6	2.3	3.2	2.7	4.4	1.3	3.0	1.8	2.6	2.2
Parent association	1.4	3.0	1.9	2.5	2.7	1.5	4.2	1.7	2.3	4.7	0.8	2.6	1.2	1.3	1.8
Determining the content of in-service programs															
State Department of Education	1.4	3.1	1.8	3.7	2.8	1.5	2.0	2.3	2.3	4.2	1.0	2.4	1.5	2.3	2.0
School district staff	2.0	4.3	3.9	3.8	3.2	1.8	3.9	3.1	2.8	3.8	1.1	3.8	1.9	2.1	2.1
School board	1.7	4.2	2.1	3.4	2.6	1.4	1.5	2.1	2.9	4.0	0.8	2.4	1.2	2.1	2.0
Principal	1.9	4.7	3.3	3.2	2.9	1.6	2.7	2.5	3.5	3.8	1.2	5.7	1.4	2.1	2.0
Teachers	1.7	4.8	2.7	3.1	3.3	1.5	2.3	2.8	2.5	4.3	1.1	3.6	1.5	1.5	2.2
Parent association	0.8	0.7	1.6	1.4	1.7	1.1	3.8	1.2	1.6	1.7	0.6	1.1	0.5	1.7	0.8
Establishing curriculum															
State Department of Education	2.0	5.5	3.3	3.5	3.0	1.8	4.1	2.6	2.9	5.1	0.9	4.0	1.6	2.0	2.1
School district staff	2.0	6.1	3.6	3.9	3.2	1.5	4.0	2.6	3.7	4.2	1.3	3.7	2.0	2.3	2.1
School board	1.8	4.6	3.8	3.0	3.6	1.6	3.3	2.2	3.3	4.8	1.2	4.5	2.2	2.1	2.1
Principal	1.8	4.4	3.1	3.6	3.4	1.7	3.5	2.5	3.4	5.2	1.3	5.3	2.0	2.5	2.3
Teachers	1.7	4.5	3.7	3.6	2.9	1.9	2.7	2.8	2.9	4.6	1.1	3.6	1.4	2.7	1.9
Parent association	1.1	5.4	1.8	1.9	1.6	0.9	2.2	1.0	2.0	3.9	0.6	2.2	0.7	1.2	1.2
Deciding how the school budget will be spent															
State Department of Education	1.7	4.7	3.1	3.2	3.5	1.4	2.7	2.5	2.8	4.9	0.8	3.3	1.5	2.1	2.3
School district staff	1.8	5.5	3.6	3.3	2.9	1.8	3.8	2.9	3.8	5.5	1.2	4.2	1.9	2.4	2.1
School board	1.4	5.6	3.6	2.9	2.7	1.7	3.7	3.2	2.6	5.0	1.0	5.6	2.0	2.1	2.2
Principal	1.8	5.1	3.3	3.2	3.5	1.4	2.8	3.1	2.5	4.4	1.2	4.9	2.2	2.2	1.9
Teachers	1.7	4.2	3.8	3.7	3.3	1.7	3.7	2.6	3.2	4.9	1.1	4.2	1.7	2.2	2.2
Parent association	1.0	1.8	1.4	1.4	1.4	1.1	3.8	1.0	1.2	2.6	0.3	1.8	0.6	0.6	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Administrator Questionnaire).

Table S41-9 Standard errors for table 41-9

School and classroom decisions	Urbanicity			School size			
	Central city	Urban fringe	Rural	Less than 150	150–499	500–749	750 and more
Percentage of teachers who reported that teachers had a good deal of influence in their school over:							
Setting discipline policy	1.1	1.2	1.6	1.4	0.9	2.1	1.9
Determining the content of in-service programs	0.9	0.9	1.8	1.5	0.9	1.7	1.8
Establishing curriculum	1.1	0.9	1.4	1.2	0.8	1.8	1.7
Percentage of teachers who reported a good deal of control in their classroom over:							
Selecting textbooks and other instructional materials	1.0	1.0	1.3	1.4	0.9	1.7	1.8
Selecting content, topics, and skills to be taught	0.9	1.0	1.3	1.5	0.7	1.3	1.3
Selecting teaching techniques	0.5	0.6	0.9	0.9	0.5	0.8	0.6
Evaluating and grading students	0.5	0.5	0.6	0.5	0.5	0.8	1.1
Disciplining students	0.7	0.7	1.0	0.9	0.6	0.9	1.2
Determining the amount of homework to be assigned	0.7	0.9	0.9	0.9	0.7	1.2	1.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table S41-10 Standard errors for table 41-10

School and classroom decisions	Urbanicity			School size			
	Central city	Urban fringe	Rural	Less than 150	150–499	500–749	750 and more
Percentage of principals who reported that a group had a good deal of influence over:							
Setting discipline policy							
Governing board	2.4	1.7	3.0	2.5	1.5	3.8	3.1
Principal	0.9	0.6	1.6	1.2	0.5	1.4	0.6
Teachers	1.6	1.9	3.1	2.4	1.1	3.6	3.1
Parent association	1.6	3.0	2.0	2.5	1.1	2.1	2.9
Determining the content of in-service programs							
Governing board	1.3	2.2	2.4	2.1	1.2	2.7	3.2
Principal	1.2	2.8	3.1	3.1	0.6	2.5	2.1
Teachers	1.9	3.3	3.2	2.5	1.7	4.0	4.7
Parent association	1.1	1.4	0.8	1.3	0.7	1.0	1.6
Establishing curriculum							
Governing board	2.0	1.8	2.4	1.7	1.4	3.4	3.5
Principal	1.8	1.8	3.5	2.2	1.2	3.1	1.7
Teachers	2.1	2.2	2.9	2.4	1.5	3.9	3.7
Parent association	1.6	1.9	1.3	1.7	0.9	1.6	1.0
Deciding how the school budget will be spent							
Governing board	1.8	2.6	3.3	2.3	1.7	3.2	3.8
Principal	1.7	1.2	3.5	2.1	1.0	1.9	2.8
Teachers	1.7	2.0	2.9	2.0	1.4	3.1	1.7
Parent association	1.0	0.9	2.9	1.8	0.8	3.2	1.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Administrator Questionnaire).

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Table S41-11 Standard errors for table 41-11

State	Percentage of teachers reporting that teachers had a good deal of influence in their school over: Setting discipline policy	Determining the content of in-service programs	Establishing curriculum	Percentage of principals reporting that teachers had a good deal of influence over: Setting discipline policy	Determining the content of in-service programs	Establishing curriculum
Alabama	1.5	1.5	1.5	3.1	3.9	3.7
Alaska	1.7	4.4	4.1	2.5	10.2	10.9
Arizona	2.2	1.9	2.1	3.1	3.9	4.4
Arkansas	1.5	1.5	2.2	4.0	3.6	3.2
California	1.7	1.6	1.7	2.4	2.9	2.8
Colorado	2.2	2.0	1.6	3.0	3.5	3.1
Connecticut	1.9	1.2	1.7	2.6	2.9	3.5
Delaware	3.0	3.1	2.4	4.1	3.4	4.7
District of Columbia	3.2	2.1	3.0	5.0	4.3	5.7
Florida	1.6	1.6	1.5	2.5	2.6	3.1
Georgia	1.4	1.8	1.5	3.8	3.5	2.9
Hawaii	2.9	2.7	2.1	5.4	2.1	5.5
Idaho	1.6	1.5	1.6	4.3	5.0	4.4
Illinois	1.5	1.4	1.3	2.1	2.2	2.5
Indiana	1.9	1.5	1.9	3.1	3.6	3.1
Iowa	2.2	1.9	2.3	2.6	3.6	3.7
Kansas	1.8	1.4	1.5	2.5	3.1	2.9
Kentucky	3.1	2.4	2.4	4.3	3.6	4.1
Louisiana	1.7	1.4	1.5	2.7	3.1	2.6
Maine	2.2	2.4	1.9	4.1	3.3	3.5
Maryland	1.2	1.7	1.6	2.7	3.3	3.3
Massachusetts	1.4	1.5	1.4	2.5	3.2	2.7
Michigan	2.4	1.8	2.2	3.4	2.8	3.4
Minnesota	2.4	2.1	2.1	2.0	2.5	2.6
Mississippi	1.7	1.8	1.5	3.5	3.8	4.0
Missouri	1.8	1.9	2.2	3.1	3.1	3.6
Montana	2.1	1.7	2.0	2.2	2.9	2.1
Nebraska	1.7	1.4	1.4	2.5	2.7	3.0
Nevada	2.8	1.8	1.7	4.1	4.5	5.1
New Hampshire	2.1	2.4	2.2	2.4	6.6	3.7
New Jersey	2.2	2.2	2.6	4.5	4.2	3.9
New Mexico	2.5	2.0	2.3	6.8	6.5	3.3
New York	1.8	1.8	1.7	2.5	3.9	3.2
North Carolina	2.3	1.6	1.4	3.6	3.4	2.6
North Dakota	1.8	1.4	1.4	3.3	4.1	3.7
Ohio	2.1	2.1	2.2	3.6	3.5	4.1
Oklahoma	2.0	1.9	1.7	3.4	4.3	3.9
Oregon	2.6	1.7	2.1	3.5	3.5	4.3
Pennsylvania	2.3	1.8	2.2	4.5	4.3	3.9
Rhode Island	2.4	2.2	2.7	7.3	9.3	9.5
South Carolina	2.5	2.1	2.4	3.9	3.9	4.3
South Dakota	1.4	2.7	1.5	2.0	2.9	2.8
Tennessee	1.6	1.6	1.9	4.7	3.8	3.5
Texas	1.8	1.4	1.4	2.8	2.8	3.4

Table S41-11 Standard errors for table 41-11—Continued

State	Percentage of teachers reporting that teachers had a good deal of influence in their school over: Setting discipline policy	Determining the content of in-service programs	Establishing curriculum	Percentage of principals reporting that teachers had a good deal of influence over: Setting discipline policy	Determining the content of in-service programs	Establishing curriculum
Utah	1.6	1.4	1.4	1.7	2.7	2.9
Vermont	4.6	3.3	3.3	2.5	2.8	4.2
Virginia	2.6	2.1	1.9	3.8	4.1	4.0
Washington	2.3	2.4	2.3	2.2	2.6	3.0
West Virginia	2.7	1.9	2.5	3.9	4.5	5.0
Wisconsin	2.0	1.9	2.3	2.2	3.2	2.5
Wyoming	1.5	1.2	1.3	6.1	5.5	3.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher and Administrator Questionnaires).

Table S42-1 Standard errors for table 42-1

School characteristics	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends			Average class size	Average number of classes taught per day
			Total	Activities involving students	Other related activities		
Total	**0.1**	**0.1**	**0.1**	***0.0**	***0.0**	**0.1**	***0.0**
Urbanicity							
Central city	0.2	0.2	0.1	0.1	0.1	0.2	0.1
Urban fringe/large town	0.2	0.1	0.1	0.1	0.1	0.2	*0.0
Rural/small town	0.2	0.1	0.1	0.1	0.1	0.1	*0.0
Percentage of students eligible for free or reduced-price lunch							
0–5	0.4	0.3	0.2	0.2	0.2	0.3	0.1
6–20	0.2	0.2	0.1	0.1	0.1	0.1	*0.0
21–40	0.2	0.1	0.1	0.1	0.1	0.1	*0.0
41–100	0.2	0.2	0.1	0.1	0.1	0.2	0.1
Percentage of students eligible for free or reduced-price lunch within urbanicity							
Central city							
0–5	0.8	0.7	0.4	0.2	0.3	0.5	0.1
6–20	0.5	0.3	0.3	0.2	0.2	0.3	0.1
21–40	0.4	0.3	0.3	0.3	0.2	0.3	0.1
41–100	0.3	0.2	0.2	0.1	0.1	0.4	0.1
Urban fringe/large town							
0–5	0.6	0.4	0.3	0.2	0.2	0.4	0.1
6–20	0.3	0.3	0.2	0.1	0.2	0.3	0.1
21–40	0.5	0.3	0.2	0.2	0.2	0.3	0.1
41–100	0.5	0.4	0.2	0.1	0.2	0.5	0.1
Rural/small town							
0–5	0.5	0.4	0.4	0.3	0.3	0.5	0.1
6–20	0.3	0.2	0.2	0.1	0.1	0.2	0.1
21–40	0.3	0.2	0.2	0.2	0.2	0.2	0.1
41–100	0.2	0.2	0.1	0.1	0.1	0.2	*0.0
School size							
Less than 150	0.4	0.3	0.2	0.2	0.1	0.3	0.1
150–499	0.2	0.2	0.1	0.1	0.1	0.1	0.1
500–749	0.2	0.2	0.1	0.1	0.1	0.2	0.1
750 or more	0.2	0.1	0.1	0.1	0.1	0.1	*0.0
Percentage of minority students							
Less than 20 percent	0.1	0.1	0.1	0.1	0.1	0.1	*0.0
20 percent or more	0.2	0.1	0.1	0.1	0.1	0.1	*0.0

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table S42-2 Standard errors for table 42-2

School characteristics	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends			Average class size	Average number of classes taught per day
			Total	Activities involving students	Other related activities		
Total	**0.2**	**0.1**	**0.1**	**0.1**	**0.1**	**0.2**	***0.0**
Urbanicity							
Central city	0.3	0.2	0.2	0.1	0.2	0.2	0.1
Urban fringe/large town	0.3	0.2	0.2	0.1	0.2	0.3	0.1
Rural/small town	0.6	0.4	0.4	0.2	0.3	0.3	0.1
School size							
Less than 150	0.4	0.3	0.3	0.1	0.3	0.4	0.2
150–499	0.3	0.2	0.2	0.1	0.1	0.2	0.1
500–749	0.5	0.3	0.3	0.2	0.2	0.4	0.1
750 or more	0.5	0.3	0.4	0.2	0.3	0.3	0.1
Percentage of minority students							
Less than 20 percent	0.2	0.2	0.1	0.1	0.1	0.2	0.1
20 percent or more	0.4	0.3	0.3	0.1	0.3	0.3	0.1

* Standard error less than 0.05 is rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table S42-3 Standard errors for table 42-3

School characteristics and years of experience	Public: Committee to integrate academic skills into vocational education	Public: Other curriculum committee	Public: Committee on selecting textbooks or materials	Private: Committee to integrate academic skills into vocational education	Private: Other curriculum committee	Private: Committee on selecting textbooks or materials
Total	**0.3**	**0.4**	**0.3**	**0.4**	**0.6**	**0.6**
Urbanicity						
Central city	0.7	0.8	0.6	0.6	1.0	0.8
Urban fringe/large town	0.4	0.9	0.7	0.5	1.2	1.2
Rural/small town	0.3	0.6	0.5	1.0	1.4	1.4
Percentage of students eligible for free or reduced-price lunch						
0-5	1.0	1.1	1.2	—	—	—
6-20	0.5	0.8	0.7	—	—	—
21-40	0.6	1.0	0.7	—	—	—
41-100	0.5	0.7	0.5	—	—	—
Percentage of students eligible for free or reduced-price lunch within urbanicity						
Central city						
0-5	2.2	3.0	3.3	—	—	—
6-20	1.1	1.4	1.4	—	—	—
21-40	1.2	1.9	1.1	—	—	—
41-100	1.0	1.2	0.8	—	—	—
Urban fringe/large town						
0-5	1.3	1.6	1.6	—	—	—
6-20	0.8	1.6	1.2	—	—	—
21-40	1.1	2.0	1.8	—	—	—
41-100	1.0	1.6	1.5	—	—	—
Rural/small town						
0-5	1.3	1.3	2.1	—	—	—
6-20	0.8	1.1	1.0	—	—	—
21-40	0.8	1.3	1.0	—	—	—
41-100	0.6	1.0	0.8	—	—	—
School size						
Less than 150	0.8	1.3	1.1	0.7	1.3	1.1
150-499	0.4	0.7	0.6	0.5	0.9	1.0
500-749	0.5	1.0	0.7	0.9	1.8	2.0
750 or more	0.5	0.5	0.5	0.8	1.6	1.2
Percentage of minority students						
Less than 20 percent	0.3	0.6	0.5	0.5	0.8	0.9
20 percent or more	0.4	0.6	0.4	0.7	1.0	1.0
Years of teaching experience						
Less than 4 years	1.1	1.2	1.0	0.5	1.2	1.2
4 years and more	0.3	0.4	0.3	0.5	0.7	0.7

— Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table S42-4 Standard errors for table 42-4

State	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends: Total	Average hours spent before and after school and on weekends: Activities involving students	Average hours spent before and after school and on weekends: Other related activities	Average class size	Average number of classes taught per day
Alabama	0.7	0.6	0.3	0.2	0.3	0.3	0.1
Alaska	0.5	0.6	0.4	0.3	0.2	0.6	0.1
Arizona	0.6	0.4	0.3	0.2	0.3	0.3	0.1
Arkansas	0.5	0.4	0.3	0.2	0.3	0.3	0.1
California	0.5	0.4	0.3	0.2	0.2	0.4	0.1
Colorado	0.5	0.3	0.3	0.2	0.3	0.4	0.1
Connecticut	0.5	0.4	0.3	0.2	0.2	0.5	0.2
Delaware	0.8	0.6	0.5	0.3	0.3	0.5	0.3
District of Columbia	0.8	0.6	0.7	0.3	0.4	0.8	0.2
Florida	0.4	0.3	0.2	0.2	0.2	0.4	0.1
Georgia	0.5	0.4	0.2	0.2	0.2	0.3	0.1
Hawaii	0.4	0.4	0.4	0.2	0.4	0.8	0.2
Idaho	0.4	0.3	0.3	0.2	0.2	0.3	0.1
Illinois	0.4	0.3	0.2	0.1	0.2	0.3	0.1
Indiana	0.5	0.4	0.3	0.2	0.3	0.3	0.1
Iowa	0.7	0.4	0.4	0.3	0.3	0.5	0.1
Kansas	0.5	0.4	0.3	0.2	0.2	0.3	0.1
Kentucky	0.6	0.5	0.4	0.3	0.3	0.4	0.1
Louisiana	0.3	0.3	0.2	0.1	0.2	0.3	0.1
Maine	0.5	0.4	0.3	0.2	0.2	0.3	0.2
Maryland	0.5	0.3	0.4	0.2	0.3	0.5	0.1
Massachusetts	0.3	0.3	0.2	0.2	0.2	0.2	0.1
Michigan	0.5	0.3	0.3	0.2	0.3	0.4	0.1
Minnesota	0.4	0.4	0.3	0.2	0.2	0.3	0.1
Mississippi	0.5	0.5	0.3	0.2	0.2	0.4	0.1
Missouri	0.6	0.4	0.3	0.2	0.2	0.3	0.1
Montana	0.4	0.2	0.3	0.3	0.2	0.4	0.1
Nebraska	0.5	0.3	0.3	0.3	0.2	0.4	0.1
Nevada	0.8	0.6	0.3	0.2	0.3	0.8	0.1
New Hampshire	0.6	0.4	0.5	0.3	0.3	0.5	0.1
New Jersey	0.5	0.4	0.4	0.2	0.3	0.4	0.1
New Mexico	0.4	0.3	0.3	0.2	0.2	0.4	0.1
New York	0.5	0.3	0.3	0.2	0.3	0.4	0.2
North Carolina	0.6	0.4	0.4	0.3	0.2	0.3	0.1
North Dakota	0.4	0.4	0.3	0.2	0.2	0.5	0.1
Ohio	0.6	0.4	0.4	0.2	0.3	0.3	0.1
Oklahoma	0.5	0.3	0.3	0.2	0.2	0.3	0.1
Oregon	0.6	0.4	0.4	0.3	0.3	0.4	0.1
Pennsylvania	0.5	0.5	0.3	0.2	0.2	0.3	0.1
Rhode Island	0.6	0.3	0.5	0.3	0.4	0.6	0.2
South Carolina	0.6	0.4	0.3	0.2	0.3	0.4	0.1
South Dakota	0.8	0.6	0.4	0.2	0.3	0.5	0.1
Tennessee	0.4	0.4	0.2	0.2	0.2	0.4	0.1
Texas	0.5	0.4	0.2	0.3	0.2	0.4	0.1

Table S42-4 Standard errors for table 42-4—Continued

State	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends			Average class size	Average number of classes taught per day
			Total	Activities involving students	Other related activities		
Utah	0.3	0.3	0.2	0.2	0.2	0.3	0.1
Vermont	1.1	0.5	1.1	0.5	0.7	0.5	0.2
Virginia	0.7	0.5	0.3	0.2	0.3	0.3	0.1
Washington	0.5	0.4	0.4	0.3	0.2	0.3	0.1
West Virginia	0.4	0.4	0.3	0.2	0.3	0.3	0.1
Wisconsin	0.4	0.3	0.3	0.2	0.2	0.3	0.1
Wyoming	0.4	0.3	0.3	0.2	0.2	0.3	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table S43-1 Standard errors for table 43-1

Characteristics	Mean classroom hours per week	Mean student contact hours per week	Average class size
	Fall 1992		
Total	**0.1**	**7.2**	**0.4**
Academic rank			
Full professor	0.2	12.8	0.8
Associate professor	0.2	10.2	0.7
Assistant professor	0.2	9.8	0.6
Instructor	0.4	19.9	0.5
Lecturer	0.5	30.1	3.8
Type of institution			
Research	0.2	13.6	1.2
Doctoral	0.3	34.6	2.2
Comprehensive	0.2	6.6	0.5
Liberal arts	0.3	9.3	0.5
2-year	0.3	13.5	0.4
Control of institution			
Public	0.2	7.0	0.4
Private	0.3	18.3	1.1
Academic discipline of class taught			
Agriculture	0.9	36.9	2.2
Business	0.3	9.6	0.7
Education	0.3	17.7	0.9
Engineering	0.5	14.2	1.0
Fine arts	0.4	10.1	0.7
Humanities	0.2	7.8	0.4
Natural sciences	0.3	19.9	1.1
Social sciences	0.2	17.9	0.9

Table S43-1 Standard errors for table 43-1—Continued

Characteristics	Mean classroom hours per week	Mean student contact hours per week	Average class size
		Fall 1987	
Total	**0.2**	**7.6**	**0.6**
Academic rank			
Full professor	0.3	12.4	1.1
Associate professor	0.2	19.5	1.3
Assistant professor	0.3	11.9	0.8
Instructor	0.5	24.2	1.1
Lecturer	0.6	62.1	4.9
Type of institution			
Research	0.2	14.4	1.8
Doctoral	0.3	19.6	2.3
Comprehensive	0.3	10.8	1.0
Liberal arts	0.6	18.3	0.9
2-year	0.3	18.6	0.7
Control of institution			
Public	0.2	8.4	0.6
Private	0.3	15.3	1.3
Academic discipline of class taught			
Agriculture	0.8	22.0	2.7
Business	0.3	13.3	1.0
Education	0.4	19.9	0.9
Engineering	0.4	15.1	1.3
Fine arts	0.5	17.4	0.9
Humanities	0.2	10.3	0.5
Natural sciences	0.3	23.4	1.7
Social sciences	0.3	17.0	1.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1993.

Table S43-2 Standard errors for table 43-2

Control of institution and academic discipline	Teaching	Research/ scholarship	Professional growth	Admin-istration	Outside consulting/ freelance work	Service and other
			Fall 1992			
Total	**0.5**	**0.4**	**0.1**	**0.2**	**0.1**	**0.2**
Control of institution						
Public	0.6	0.6	0.1	0.3	0.1	0.2
Private	1.1	0.9	0.1	0.4	0.2	0.5
Academic discipline of class taught						
Agriculture	2.2	2.5	0.5	1.9	0.5	0.8
Business	1.0	0.7	0.2	0.7	0.4	0.4
Education	1.0	0.7	0.3	0.9	0.2	0.5
Engineering	1.6	1.4	0.4	0.9	0.4	0.6
Fine arts	1.1	0.8	0.3	0.7	0.4	0.5
Humanities	0.7	0.5	0.2	0.6	0.1	0.2
Natural sciences	0.9	0.9	0.2	0.4	0.1	0.2
Social sciences	0.9	0.8	0.2	0.6	0.2	0.4
			Fall 1987			
Total	**0.6**	**0.6**	**0.2**	**0.3**	**0.1**	**0.4**
Control of institution						
Public	0.9	0.6	0.2	0.4	0.1	0.3
Private	1.6	1.2	0.3	0.5	0.2	1.0
Academic discipline of class taught						
Agriculture	2.8	2.3	1.1	1.0	0.4	0.7
Business	1.3	1.0	0.4	0.8	0.6	0.2
Education	1.4	0.6	0.3	1.1	0.3	0.7
Engineering	1.7	1.3	0.4	0.8	0.6	0.2
Fine arts	1.2	1.1	0.7	0.8	0.5	0.3
Humanities	0.9	0.6	0.2	0.7	0.2	0.2
Natural sciences	1.1	1.0	0.3	0.6	0.2	0.3
Social sciences	1.2	1.0	0.3	0.8	0.3	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1993.

Table S45-1 Standard errors for table 45-1

Region and state	Percentage of schools with LEP students	Percentage of schools providing:						Percentage of schools with bilingual/ESL vacancies that found them difficult or impossible to fill	
		Bilingual programs		ESL programs		Either bilingual or ESL programs			
	1993–94	1987–88	1993–94	1987–88	1993–94	1987–88	1993–94	1990–91	1993–94
Total	**0.6**	**0.5**	**0.5**	**0.6**	**0.6**	**0.6**	**0.6**	**2.7**	**1.9**
Region									
Northeast	1.6	1.1	1.1	1.4	1.7	1.4	1.7	6.2	2.4
Midwest	1.0	0.7	0.7	0.9	1.0	1.0	1.0	6.9	5.0
South	1.0	0.7	0.9	0.8	1.0	0.8	1.0	3.4	3.4
West	1.0	1.1	1.7	1.1	1.4	1.0	1.4	4.8	3.6
State									
Alabama	2.4	1.8	1.0	1.8	2.5	2.5	2.6	—	—
Alaska	3.2	4.8	2.9	5.4	2.9	4.5	2.4	—	—
Arizona	3.3	4.6	3.5	4.5	3.8	4.6	3.8	7.3	5.3
Arkansas	2.9	1.8	1.8	1.9	2.8	2.4	2.6	—	—
California	1.4	2.1	3.5	1.9	2.4	1.6	2.4	7.0	6.9
Colorado	3.8	4.1	2.8	4.1	3.7	4.0	3.6	—	—
Connecticut	3.9	4.8	1.3	5.0	4.0	4.6	4.1	—	—
Delaware	4.7	6.1	3.2	5.7	5.1	6.4	5.1	—	—
District of Columbia	3.7	5.2	3.5	6.5	4.0	6.6	4.1	—	—
Florida	2.8	2.9	2.7	3.9	3.5	3.6	3.5	4.2	1.3
Georgia	3.1	2.7	1.9	2.2	3.0	3.0	3.1	—	—
Hawaii	2.2	6.9	4.8	4.7	3.8	3.2	3.1	—	—
Idaho	3.7	5.1	3.4	4.2	3.6	4.7	3.5	—	—
Illinois	2.0	2.2	2.0	2.7	1.9	2.9	1.9	—	—
Indiana	3.1	1.0	1.8	1.7	3.6	1.6	3.7	—	—
Iowa	3.3	2.0	1.1	3.2	3.3	3.2	3.3	—	—
Kansas	2.7	1.9	1.7	2.6	2.7	2.7	2.8	—	—
Kentucky	3.1	1.7	1.5	2.4	3.2	2.6	3.1	—	—
Louisiana	1.8	2.2	1.8	4.2	2.3	4.2	2.6	—	—
Maine	3.0	1.5	1.5	3.2	3.4	3.4	3.5	—	—
Maryland	2.6	2.7	1.3	4.2	3.0	4.2	2.6	—	—
Massachusetts	4.0	2.9	2.3	3.6	3.6	3.6	3.6	—	7.7
Michigan	4.6	2.4	3.3	2.2	4.3	2.6	4.0	—	—
Minnesota	3.6	2.9	1.9	3.6	3.9	3.6	4.0	—	—
Mississippi	1.8	2.7	1.6	2.3	1.7	3.3	1.9	—	—
Missouri	3.1	1.9	1.2	2.6	3.0	3.2	3.0	—	—
Montana	2.0	3.2	1.3	2.8	1.8	3.8	2.4	—	—
Nebraska	1.9	2.4	1.2	2.7	2.8	2.8	2.9	—	—

Table S45-1 Standard errors for table 45-1—Continued

Region and state	Percentage of schools with LEP students	Percentage of schools providing: Bilingual programs		ESL programs		Either bilingual or ESL programs		Percentage of schools with bilingual/ESL vacancies that found them difficult or impossible to fill	
	1993-94	1987-88	1993-94	1987-88	1993-94	1987-88	1993-94	1990-91	1993-94
Nevada	3.1	3.8	2.5	5.3	2.6	5.6	2.6	—	—
New Hampshire	4.0	4.1	1.1	5.1	5.5	5.1	5.5	—	—
New Jersey	5.0	2.7	4.2	3.8	5.0	3.5	5.0	—	—
New Mexico	3.9	5.7	4.3	5.3	3.9	5.5	3.8	7.9	7.4
New York	3.8	2.0	3.3	2.6	3.6	2.6	3.6	11.5	3.8
North Carolina	3.4	2.0	2.4	2.7	2.7	3.1	2.7	—	—
North Dakota	2.8	2.2	2.2	3.6	2.7	3.5	2.9	—	—
Ohio	3.3	1.6	2.8	1.8	3.5	2.0	3.7	—	—
Oklahoma	3.2	3.2	2.3	3.1	3.1	3.7	3.1	—	—
Oregon	4.8	2.9	3.5	3.9	4.9	4.0	4.9	—	—
Pennsylvania	4.5	2.0	2.6	3.3	4.8	3.4	4.8	—	—
Rhode Island	4.5	4.7	1.9	5.9	4.8	6.2	4.9	—	—
South Carolina	4.6	2.5	0.8	2.5	4.7	2.5	4.7	—	—
South Dakota	1.3	4.5	0.8	4.0	1.1	4.8	1.1	—	—
Tennessee	4.0	2.1	0.4	2.6	2.9	2.3	2.9	—	—
Texas	3.0	2.0	3.4	2.3	3.1	2.2	2.9	4.2	6.0
Utah	2.7	3.0	2.0	3.5	3.0	3.6	3.1	—	—
Vermont	3.6	1.6	1.1	2.9	3.2	3.0	3.2	—	—
Virginia	4.9	2.0	1.9	3.0	5.0	3.0	5.1	—	—
Washington	3.6	3.4	2.4	3.8	3.9	4.1	3.8	—	5.0
West Virginia	2.4	—	0.0	1.7	1.3	1.8	1.3	—	—
Wisconsin	3.3	1.8	2.1	3.3	3.1	3.6	3.1	—	—
Wyoming	2.3	3.4	1.4	4.2	2.0	4.7	2.0	—	—

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88, 1990-91, and 1993-94 (School Questionnaire).

Table S45-2 Standard errors for table 45-2

Selected School characteristics	Percentage of schools with LEP students	Percentage of schools providing:						Percentage of schools with bilingual/ESL vacancies that found them difficult or impossible to fill	
		Bilingual programs		ESL programs		Either bilingual or ESL programs			
	1993–94	1987–88	1993–94	1987–88	1993–94	1987–88	1993–94	1990–91	1993–94
Total	**0.6**	**0.5**	**0.5**	**0.6**	**0.6**	**0.6**	**0.6**	**2.7**	**1.9**
Level of school									
Elementary	0.7	0.6	0.7	0.8	0.8	0.8	0.8	3.6	2.6
Secondary	0.7	0.7	0.6	0.7	0.7	0.8	0.7	2.8	2.5
Urbanicity									
Central city	1.0	1.1	1.5	1.2	1.1	1.4	1.2	4.5	3.4
Urban fringe/large town	1.0	0.9	1.1	1.3	1.2	1.3	1.2	4.4	3.2
Rural/small town	0.9	0.6	0.6	0.8	0.8	0.8	0.7	4.2	4.2
School size									
1–149	1.3	1.4	0.8	1.5	1.4	1.6	1.4	9.3	8.9
150–499	0.9	0.6	0.8	0.9	0.9	1.0	0.9	4.2	3.6
500–749	1.3	1.0	1.1	1.3	1.3	1.3	1.2	5.9	4.4
750 or more	1.4	1.1	1.4	1.2	1.3	1.1	1.3	3.3	3.8
School size within level of school									
Elementary									
1–349	1.4	0.8	1.1	1.2	1.4	1.3	1.3	8.4	6.6
350–549	1.5	0.9	1.5	1.1	1.5	1.2	1.6	7.0	5.1
550 or more	1.4	1.2	1.6	1.3	1.5	1.4	1.5	5.3	4.6
Secondary									
1–349	1.7	1.3	1.3	1.6	1.7	1.8	1.7	—	9.9
350–799	1.3	1.3	1.0	1.5	1.2	1.4	1.2	8.2	4.7
800 or more	1.0	1.1	0.9	1.3	1.1	1.3	1.1	3.2	3.1
School size within urbanicity									
Central city									
1–449	2.5	1.6	2.4	1.9	2.6	1.9	2.6	12.2	9.9
450–649	2.6	2.3	3.0	2.9	2.5	2.7	2.4	10.3	7.6
650 or more	1.8	1.6	2.1	1.6	2.0	1.5	1.9	5.2	5.4
Urban fringe/large town	1.9								
1–449	2.0	1.4	1.6	2.0	2.0	2.1	2.0	12.3	1.2
450–649	1.4	1.7	2.2	2.5	2.7	2.3	2.6	10.4	8.1
650 or more		1.8	1.9	1.6	1.8	1.6	1.7	6.1	3.7
Rural/small town	1.4								
1–249	1.9	1.0	1.0	1.2	1.3	1.2	1.3	9.3	6.3
250–449	1.6	1.3	1.7	1.2	1.7	1.7	1.9	11.0	6.1
450 or more		0.9	1.4	1.1	1.6	1.2	1.5	5.0	5.9

Table S45-2 Standard errors for table 45-2—Continued

Selected School characteristics	Percentage of schools with LEP students	Percentage of schools providing:						Percentage of schools with bilingual/ESL vacancies that found them difficult or impossible to fill	
		Bilingual programs		ESL programs		Either bilingual or ESL programs			
	1993–94	1987–88	1993–94	1987–88	1993–94	1987–88	1993–94	1990–91	1993–94
Percentage of students receiving free or reduced-price lunch									
0–5	2.1	1.2	1.3	1.6	2.2	1.6	2.2	10.4	6.0
6–20	1.3	0.8	0.6	1.1	1.5	1.1	1.5	4.9	3.2
21–40	1.5	0.9	1.0	1.2	1.4	1.2	1.3	4.5	5.0
41 or more	1.0	1.0	1.1	1.2	1.2	1.3	1.1	4.3	3.0
Percentage of students receiving free or reduced-price lunch within urbanicity									
Central city									
Less than 20 percent	2.8	1.9	1.8	2.2	2.6	2.0	2.7	8.4	7.5
20 percent or more	1.3	1.4	1.8	1.8	1.5	2.0	1.5	5.2	4.2
Urban fringe/large town									
Less than 20 percent	1.7	1.1	1.0	1.6	1.7	1.7	1.7	6.4	3.5
20 percent or more	2.0	2.1	2.1	1.9	1.9	1.8	1.9	8.2	4.8
Rural/small town									
Less than 20 percent	1.6	1.0	0.8	1.1	1.6	1.4	1.6	9.4	4.2
20 percent or more	1.2	0.8	0.9	1.0	1.1	1.0	1.0	4.9	4.7

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, 1990–91, and 1993–94 (School Questionnaire).

Table S46-1 Standard errors for table 46-2

Type of disability	1986	1988	1990	1992
Total				
All disabilities listed				
Specific learning disabilities	0.02	0.02	0.02	0.01
Mental retardation	0.02	0.02	0.02	0.02
Serious emotional disturbance	0.02	0.02	0.02	0.02
Male				
All disabilities listed	0.09	0.09	0.08	0.08
Specific learning disabilities	0.09	0.09	0.08	0.08
Mental retardation	0.09	0.09	0.08	0.08
Serious emotional disturbance	0.09	0.09	0.09	0.08
Female				
All disabilities listed	0.16	0.16	0.15	0.14
Specific learning disabilities	0.16	0.16	0.15	0.15
Mental retardation	0.17	0.17	0.16	0.15
Serious emotional disturbance	0.17	0.17	0.16	0.15
White				
All disabilities listed	0.02	0.02	0.02	0.02
Specific learning disabilities	0.02	0.02	0.02	0.02
Mental retardation	0.02	0.02	0.02	0.02
Serious emotional disturbance	0.02	0.02	0.02	0.02
Black				
All disabilities listed	0.04	0.04	0.04	0.04
Specific learning disabilities	0.04	0.04	0.04	0.04
Mental retardation	0.04	0.04	0.04	0.04
Serious emotional disturbance	0.04	0.04	0.04	0.04
Hispanic				
All disabilities listed	0.05	0.05	0.04	0.04
Specific learning disabilities	0.05	0.05	0.04	0.04
Mental retardation	0.05	0.05	0.05	0.04
Serious emotional disturbance	0.05	0.05	0.05	0.04

SOURCE: U.S. Department of Education, Office for Civil Rights, *National Summaries from the Elementary and Secondary School Civil Rights Survey*, various years.

Table S47-1 Standard errors for table 47-1

Type of drug	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Alcohol	0.4	0.3	0.3	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Marijuana	0.5	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Any illicit drug other than marijuana	0.5	0.4	0.3	0.3	0.4	0.4	0.4	0.3	0.4	0.4	0.4
Stimulants	0.4	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Inhalants	—	0.1	0.1	0.1	0.2	0.2	0.1	0.2	0.2	0.2	0.2
LSD	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Cocaine	0.2	0.2	0.2	0.2	0.3	0.3	0.2	0.2	0.2	0.3	0.3
Sedatives	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Tranquilizers	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2

Type of drug	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Alcohol	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.4	0.4	0.4
Marijuana	0.4	0.4	0.4	0.4	0.4	0.3	0.3	0.3	0.4	0.4	0.4
Any illicit drug other than marijuana	0.4	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Stimulants	0.3	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Inhalants	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
LSD	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Cocaine	0.3	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.2	0.2	0.2
Sedatives	0.2	0.2	0.1	0.1	0.2	0.2	0.1	0.1	0.2	0.2	—
Tranquilizers	0.2	0.2	0.2	0.1	0.1	0.2	0.1	0.1	0.2	0.2	0.2

— Not available.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

Table S47-2 Standard errors for table 47-2

Type of drug and grade	1991	1992	1993	1994	1995	1996
Alcohol						
8th-graders	0.3	0.3	0.3	0.3	0.3	0.3
10th-graders	0.4	0.4	0.4	0.4	0.4	0.4
12th-graders	0.4	0.4	0.4	0.4	0.4	0.4
Marijuana/hashish						
8th-graders	0.1	0.1	0.2	0.2	0.2	0.2
10th-graders	0.2	0.2	0.2	0.3	0.3	0.3
12th-graders	0.3	0.2	0.3	0.3	0.3	0.3
Any illicit drug other than marijuana						
8th-graders	0.1	0.2	0.2	0.2	0.2	0.2
10th-graders	0.2	0.2	0.2	0.2	0.2	0.2
12th-graders	0.2	0.2	0.2	0.2	0.2	0.2
Stimulants						
8th-graders	0.1	0.1	0.1	0.1	0.2	0.2
10th-graders	0.1	0.1	0.1	0.2	0.2	0.2
12th-graders	0.1	0.1	0.1	0.1	0.1	0.1
Inhalants						
8th-graders	0.2	0.2	0.2	0.2	0.2	0.2
10th-graders	0.1	0.1	0.1	0.1	0.1	0.1
12th-graders	0.1	0.1	0.1	0.1	0.1	0.1
LSD						
8th-graders	0.1	0.1	0.1	0.1	0.1	0.1
10th-graders	0.1	0.1	0.1	0.1	0.1	0.1
12th-graders	0.1	0.1	0.1	0.1	0.1	0.1
Cocaine						
8th-graders	0.1	0.1	0.1	0.1	0.1	0.1
10th-graders	0.1	0.1	0.1	0.1	0.1	0.1
12th-graders	0.1	0.1	0.1	0.1	0.1	0.1
Tranquilizers						
8th-graders	0.1	0.1	0.1	0.1	0.1	0.1
10th-graders	0.1	0.1	0.1	0.1	0.1	0.1
12th-graders	0.1	0.1	0.1	0.1	0.1	0.1
Cigarettes						
8th-graders	0.3	0.3	0.3	0.3	0.3	0.3
10th-graders	0.3	0.3	0.3	0.3	0.3	0.3
12th-graders	0.3	0.3	0.3	0.4	0.4	0.4

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

Table S47-3 Standard errors for table 47-3

Selected characteristics	Alcohol 8th	Alcohol 10th	Alcohol 12th	Marijuana 8th	Marijuana 10th	Marijuana 12th	Cocaine 8th	Cocaine 10th	Cocaine 12th	Inhalants 8th	Inhalants 10th	Inhalants 12th	Stimulants 8th	Stimulants 10th	Stimulants 12th
Total	**0.4**	**0.4**	**0.4**	**0.3**	**0.3**	**0.4**	**0.1**	**0.1**	**0.2**	**0.3**	**0.2**	**0.2**	**0.2**	**0.2**	**0.2**
Sex															
Male	0.6	0.5	0.5	0.4	0.5	0.6	0.2	0.2	0.3	0.4	0.3	0.4	0.3	0.3	0.3
Female	0.5	0.5	0.5	0.4	0.5	0.5	0.2	0.2	0.2	0.4	0.3	0.3	0.3	0.4	0.3
College plans															
Less than 4 years or none	1.1	0.9	0.7	1.1	1.0	0.8	0.6	0.5	0.4	0.9	0.7	0.5	0.9	0.8	0.6
Complete 4 years	0.4	0.4	0.4	0.3	0.4	0.4	0.1	0.1	0.2	0.3	0.2	0.2	0.2	0.3	0.3
Region															
Northeast	0.9	0.8	0.8	0.6	0.8	0.9	0.3	0.3	0.4	0.6	0.5	0.6	0.5	0.5	0.6
North Central	0.8	0.7	0.6	0.6	0.7	0.7	0.2	0.3	0.3	0.5	0.5	0.4	0.5	0.5	0.4
South	0.6	0.6	0.6	0.4	0.6	0.6	0.2	0.2	0.3	0.4	0.4	0.3	0.3	0.4	0.4
West	0.8	0.9	0.9	0.7	0.8	0.9	0.3	0.4	0.4	0.6	0.5	0.5	0.5	0.5	0.5
Population density															
Large metropolitan statistical area	0.7	0.7	0.7	0.5	0.7	0.7	0.2	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4
Other metropolitan statistical area	0.6	0.5	0.5	0.4	0.5	0.6	0.2	0.2	0.2	0.4	0.3	0.3	0.3	0.4	0.3
Non-metropolitan statistical area	0.7	0.7	0.7	0.5	0.7	0.7	0.2	0.3	0.3	0.5	0.5	0.4	0.4	0.5	0.5
Parents' education range															
Some high school or less	1.3	1.4	1.3	1.1	1.3	1.3	0.6	0.6	0.6	0.9	0.8	0.8	0.8	1.0	0.9
Some high school to completed high school	0.8	0.7	0.7	0.6	0.7	0.8	0.2	0.3	0.3	0.6	0.5	0.4	0.5	0.5	0.5
Completed high school to some college	0.8	0.7	0.7	0.6	0.7	0.7	0.3	0.3	0.3	0.6	0.4	0.4	0.5	0.5	0.4
Some college to completed college	0.8	0.8	0.7	0.5	0.7	0.8	0.2	0.3	0.3	0.5	0.5	0.5	0.4	0.5	0.5
Completed college to at least some graduate or professional school	1.0	1.0	1.0	0.7	0.9	1.1	0.3	0.3	0.4	0.7	0.5	0.7	0.5	0.6	0.6

SOURCE: Lloyd D. Johnston, Patrick O'Malley, and Jerald G. Bachman, *National Survey Results on Drug Use from the Monitoring the Future Study, 1975-1995, Volume I, Secondary School Students*, table 7, Institute for Social Research, University of Michigan, 1996.

Table S47-4 Standard errors for table 47-4

Sex, race/ethnicity and control of school	8th-graders in 1988			10th-graders in 1990			12th-graders in 1992		
	Ever	Once or twice	More than twice	Ever	Once or twice	More than twice	Ever	Once or twice	More than twice
All students	**0.3**	**0.2**	**0.1**	**0.6**	**0.4**	**0.3**	**0.5**	**0.3**	**0.3**
Sex									
Male	0.4	0.3	0.2	0.8	0.7	0.5	0.7	0.5	0.5
Female	0.3	0.2	0.2	0.6	0.5	0.4	0.6	0.4	0.4
Race/ethnicity									
White	0.3	0.3	0.2	0.7	0.5	0.4	0.5	0.4	0.4
Black	0.6	0.5	0.3	1.5	1.4	0.6	1.1	0.9	0.5
Hispanic	0.8	0.6	0.5	1.2	0.8	0.8	1.5	1.0	1.2
Asian/Pacific Islander	0.7	0.6	0.4	1.8	1.5	1.1	1.4	1.0	1.0
American Indian/Alaskan Native	2.1	1.7	1.2	5.9	5.7	1.8	5.0	3.1	2.6
Control of school									
Public	0.3	0.2	0.2	0.6	0.5	0.3	0.5	0.3	0.4
Catholic	0.4	0.4	0.2	1.9	1.7	0.8	1.7	1.3	1.0
Private, other religious affiliation	0.5	0.4	0.3	1.1	0.5	1.1	1.1	1.0	0.3
Private, no religious affiliation	0.7	0.6	0.5	1.6	1.1	1.2	2.5	0.9	2.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Base Year (1988), First Follow-up (1990), and Second Follow-up (1992) Student Surveys.

Table S47-5 Standard errors for table 47-5

School characteristics	8th-graders in 1988 Ever	8th-graders in 1988 Once or twice	8th-graders in 1988 More than twice	10th-graders in 1990 Ever	10th-graders in 1990 Once or twice	10th-graders in 1990 More than twice	12th-graders in 1992 Ever	12th-graders in 1992 Once or twice	12th-graders in 1992 More than twice
All public schools	**0.3**	**0.2**	**0.2**	**0.6**	**0.5**	**0.3**	**0.5**	**0.3**	**0.4**
Minority enrollment									
Less than 20 percent	0.4	0.3	0.2	0.8	0.6	0.4	—	—	—
20 percent or more	0.5	0.3	0.3	0.8	0.6	0.5	—	—	—
School size									
Less than 150	2.1	1.3	1.5	1.9	0.0	1.9	2.8	1.6	2.7
150-449	0.7	0.5	0.3	1.7	1.6	0.7	1.2	0.7	1.0
450-749	0.5	0.4	0.3	1.2	0.9	0.7	1.7	0.9	1.4
750 or more	0.5	0.4	0.3	0.6	0.5	0.4	0.6	0.4	0.4
Metropolitan status									
Urban	0.7	0.5	0.3	1.1	0.8	0.7	1.1	0.8	0.8
Suburban	0.5	0.4	0.3	0.8	0.6	0.4	0.8	0.5	0.6
Rural	0.5	0.4	0.3	0.9	0.7	0.5	0.7	0.5	0.4
Percentage of students who received free or reduced-price lunch									
Total									
0-5	0.8	0.6	0.3	1.1	0.9	0.6	1.2	0.8	1.1
6-20	0.6	0.4	0.3	0.9	0.8	0.5	0.8	0.6	0.6
21-40	0.6	0.5	0.3	1.1	0.7	0.7	0.9	0.7	0.6
41 or more	0.7	0.5	0.4	1.7	1.2	0.9	1.4	0.9	1.0
Urban									
0-5	2.9	2.1	1.0	2.6	1.8	1.4	2.9	2.4	1.7
6-20	1.5	1.0	0.8	1.8	1.5	1.1	1.9	1.6	1.4
21-40	1.2	1.0	0.6	2.0	1.3	1.6	2.1	1.6	1.6
41 or more	1.1	0.8	0.5	3.1	2.1	1.9	2.5	1.5	2.0
Suburban									
0-5	0.9	0.6	0.4	1.3	1.1	0.7	1.5	0.9	1.4
6-20	0.8	0.6	0.4	1.3	1.0	0.8	1.3	0.8	0.9
21-40	1.3	0.9	0.7	3.0	1.9	1.6	1.5	1.3	0.8
41 or more	1.4	0.9	0.8	2.6	1.7	1.4	2.8	1.7	1.7
Rural									
0-5	1.7	1.4	0.6	3.2	2.1	2.3	2.1	1.6	1.2
6-20	1.0	0.7	0.6	1.7	1.5	0.8	1.1	0.8	0.8
21-40	0.8	0.5	0.4	1.5	1.0	0.9	1.1	0.8	0.7
41 or more	1.1	0.8	0.6	2.6	2.1	1.3	2.0	1.4	0.8

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Base Year (1988), First Follow-up (1990), and Second Follow-up (1992) Student Surveys.

Table S49-1 Standard errors for table 49-1

Perceptions and attitudes	Public 1987–88	Public 1993–94	Private 1987–88	Private 1993–94
Percentage of teachers who strongly agree with the following:				
Teachers in this school are evaluated fairly	0.3	0.5	0.9	0.6
The principal lets staff members know what is expected of them	0.3	0.5	0.9	0.6
The school administration's behavior toward the staff is supportive and encouraging	0.3	0.4	1.1	0.6
I am satisfied with my teaching salary	0.2	0.2	0.6	0.4
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	0.2	0.3	0.4	0.2
Teachers participate in making most of the important educational decisions in this school	0.2	0.3	0.9	0.7
I receive a great deal of support from parents for the work I do	0.2	0.2	1.0	0.8
Necessary materials are available as needed by the staff	0.3	0.4	1.0	0.6
The principal does a poor job of getting resources for this school	0.1	0.1	0.3	0.1
Routine duties and paperwork interfere with my job of teaching	0.3	0.3	0.5	0.3
My principal enforces school rules for student conduct and backs me up when I need it	0.3	0.5	1.1	0.6
The principal talks with me frequently about my instructional practices	0.2	0.3	0.7	0.4
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	0.3	0.3	0.8	0.6
Most of my colleagues share my beliefs and values about what the central mission of the school should be	0.3	0.4	0.9	0.6
The principal knows what kind of school he/she wants and has communicated it to the staff	0.3	0.4	1.1	0.6
There is a great deal of cooperative effort among the staff members	0.3	0.5	0.9	0.6
In this school, staff members are recognized for a job well done	0.2	0.4	1.0	0.5
I have to follow rules in this school that conflict with my best professional judgment	0.1	0.2	0.3	0.2
I am satisfied with my class size	0.3	0.4	1.0	0.6
I make a conscious effort to coordinate the content of my courses with that of other teachers	0.3	0.4	0.7	0.5
Goals and priorities for the school are clear	0.3	0.3	1.1	0.6
The amount of student tardiness and class cutting in this school interferes with my teaching	0.2	0.2	0.3	0.2
I sometimes feel it is a waste of time to try to do my best as a teacher	0.1	0.1	0.3	0.2
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	—	0.3	—	0.6
Library/media materials are adequate to support my instructional objectives	—	0.4	—	0.6
If I could go back to college and start again I would most likely become a teacher again	0.3	0.3	0.8	0.5

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 and 1993–94.

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Table S49-2 Standard errors for table 49-2

Perceptions and attitudes	Public		Private	
	Elementary	Secondary	Elementary	Secondary
Percentage of teachers who strongly agree with the following:				
Teachers in this school are evaluated fairly	0.8	0.4	0.7	1.0
The principal lets staff members know what is expected of them	0.8	0.5	0.7	1.0
The school administration's behavior toward the staff is supportive and encouraging	0.6	0.4	0.9	1.0
I am satisfied with my teaching salary	0.4	0.3	0.5	0.7
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	0.4	0.3	0.2	0.4
Teachers participate in making most of the important educational decisions in this school	0.4	0.3	0.9	1.1
I receive a great deal of support from parents for the work I do	0.4	0.3	1.1	0.9
Necessary materials are available as needed by the staff	0.6	0.5	0.9	0.8
The principal does a poor job of getting resources for this school	0.2	0.1	0.2	0.3
Routine duties and paperwork interfere with my job of teaching	0.5	0.4	0.4	0.6
My principal enforces school rules for student conduct and backs me up when I need it	0.8	0.4	0.9	0.9
The principal talks with me frequently about my instructional practices	0.4	0.2	0.5	0.7
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	0.5	0.3	0.8	1.1
Most of my colleagues share my beliefs and values about what the central mission of the school should be	0.6	0.4	0.7	1.2
The principal knows what kind of school he/she wants and has communicated it to the staff	0.7	0.5	0.7	1.2
There is a great deal of cooperative effort among the staff members	0.7	0.4	0.8	1.1
In this school, staff members are recognized for a job well done	0.6	0.4	0.7	1.0
I have to follow rules in this school that conflict with my best professional judgment	0.3	0.2	0.3	0.4
I am satisfied with my class size	0.7	0.4	0.8	0.9
I make a conscious effort to coordinate the content of my courses with that of other teachers	0.6	0.4	0.7	0.8
Goals and priorities for the school are clear	0.6	0.4	0.8	1.1
The amount of student tardiness and class cutting in this school interferes with my teaching	0.2	0.2	0.1	0.3
I sometimes feel it is a waste of time to try to do my best as a teacher	0.2	0.2	0.2	0.3
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	0.6	0.3	0.7	0.8
Library/media materials are adequate to support my instructional objectives	0.6	0.3	0.7	0.8
If I could go back to college and start again I would most likely become a teacher again	0.5	0.4	0.5	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94.

Table S49-3 Standard errors for table 49-3

Perceptions and attitudes	Total	Percentage of students eligible for free or reduced-price lunch			
		0–5	6–20	21–40	41 or more
Percentage of teachers who strongly agree with the following:					
Teachers in this school are evaluated fairly	0.5	1.1	0.8	0.7	0.9
The principal lets staff members know what is expected of them	0.5	1.1	0.9	0.8	0.9
The school administration's behavior toward the staff is supportive and encouraging	0.4	1.4	0.9	0.7	0.8
I am satisfied with my teaching salary	0.2	1.2	0.6	0.7	0.3
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	0.3	0.5	0.4	0.5	0.6
Teachers participate in making most of the important educational decisions in this school	0.3	0.9	0.6	0.6	0.5
I receive a great deal of support from parents for the work I do	0.2	1.2	0.6	0.5	0.4
Necessary materials are available as needed by the staff	0.4	1.3	0.8	0.7	0.7
The principal does a poor job of getting resources for this school	0.1	0.5	0.3	0.2	0.3
Routine duties and paperwork interfere with my job of teaching	0.3	1.0	0.7	0.7	0.6
My principal enforces school rules for student conduct and backs me up when I need it	0.5	1.2	0.9	0.7	0.8
The principal talks with me frequently about my instructional practices	0.3	0.7	0.4	0.4	0.5
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	0.3	1.3	0.7	0.7	0.6
Most of my colleagues share my beliefs and values about what the central mission of the school should be	0.4	1.3	0.9	0.8	0.6
The principal knows what kind of school he/she wants and has communicated it to the staff	0.4	1.4	0.9	0.7	0.9
There is a great deal of cooperative effort among the staff members	0.5	1.3	0.9	0.8	0.8
In this school, staff members are recognized for a job well done	0.4	1.2	0.8	0.7	0.7
I have to follow rules in this school that conflict with my best professional judgment	0.2	0.5	0.2	0.3	0.4
I am satisfied with my class size	0.4	1.1	0.7	0.7	0.6
I make a conscious effort to coordinate the content of my courses with that of other teachers	0.4	1.3	0.8	0.8	0.7
Goals and priorities for the school are clear	0.3	1.2	0.7	0.8	0.6
The amount of student tardiness and class cutting in this school interferes with my teaching	0.2	0.5	0.2	0.5	0.4
I sometimes feel it is a waste of time to try to do my best as a teacher	0.1	0.4	0.3	0.3	0.3
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	0.3	0.9	0.7	0.6	0.7
Library/media materials are adequate to support my instructional objectives	0.4	1.0	0.7	0.8	0.7
If I could go back to college and start again I would most likely become a teacher again	0.3	1.1	0.7	0.8	0.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94.

Table S49-4 Standard errors for table 49-4

Perceptions and attitudes	Total	Urbanicity			Percentage of minority enrollment	
		Central city	Urban fringe/ large town	Rural/ small town	Less than 20 percent	20 percent or more
Percentage of teachers who strongly agree with the following:						
Teachers in this school are evaluated fairly	0.5	0.8	0.8	0.8	0.5	0.7
The principal lets staff members know what is expected of them	0.5	1.0	0.8	0.6	0.6	0.8
The school administration's behavior toward the staff is supportive and encouraging	0.4	0.9	0.9	0.6	0.6	0.6
I am satisfied with my teaching salary	0.2	0.4	0.6	0.4	0.4	0.3
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	0.3	0.6	0.4	0.3	0.2	0.5
Teachers participate in making most of the important educational decisions in this school	0.3	0.5	0.5	0.5	0.4	0.4
I receive a great deal of support from parents for the work I do	0.2	0.4	0.6	0.3	0.4	0.4
Necessary materials are available as needed by the staff	0.4	0.8	0.7	0.5	0.5	0.6
The principal does a poor job of getting resources for this school	0.1	0.3	0.2	0.2	0.2	0.2
Routine duties and paperwork interfere with my job of teaching	0.3	0.7	0.6	0.4	0.5	0.5
My principal enforces school rules for student conduct and backs me up when I need it	0.5	0.9	0.9	0.7	0.7	0.7
The principal talks with me frequently about my instructional practices	0.3	0.6	0.4	0.4	0.3	0.3
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	0.3	0.6	0.7	0.5	0.4	0.5
Most of my colleagues share my beliefs and values about what the central mission of the school should be	0.4	0.6	0.8	0.6	0.6	0.5
The principal knows what kind of school he/she wants and has communicated it to the staff	0.4	0.8	0.8	0.7	0.6	0.7
There is a great deal of cooperative effort among the staff members	0.5	0.8	0.9	0.7	0.6	0.6
In this school, staff members are recognized for a job well done	0.4	0.7	0.7	0.5	0.5	0.5
I have to follow rules in this school that conflict with my best professional judgment	0.2	0.4	0.3	0.2	0.2	0.3
I am satisfied with my class size	0.4	0.6	0.6	0.5	0.4	0.6
I make a conscious effort to coordinate the content of my courses with that of other teachers	0.4	0.7	0.7	0.5	0.5	0.6
Goals and priorities for the school are clear	0.3	0.6	0.9	0.6	0.5	0.5
The amount of student tardiness and class cutting in this school interferes with my teaching	0.2	0.5	0.4	0.2	0.2	0.4
I sometimes feel it is a waste of time to try to do my best as a teacher	0.1	0.4	0.2	0.2	0.2	0.3
I plan with the library media specialist/librarian for the integration of library/ media services into my teaching	0.3	0.7	0.6	0.5	0.4	0.6
Library/media materials are adequate to support my instructional objectives	0.4	0.7	0.5	0.4	0.4	0.6
If I could go back to college and start again I would most likely become a teacher again	0.3	0.5	0.6	0.5	0.5	0.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

Table S49-5 Standard errors for table 49-5

Perceptions and attitudes	Total	School size			
		Less than 150	150-499	500-749	750 or more
Percentage of teachers who strongly agree with the following:					
Teachers in this school are evaluated fairly	0.5	1.1	0.7	0.9	0.6
The principal lets staff members know what is expected of them	0.5	1.1	0.6	0.8	0.7
The school administration's behavior toward the staff is supportive and encouraging	0.4	1.1	0.6	0.7	0.6
I am satisfied with my teaching salary	0.2	0.7	0.5	0.7	0.4
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	0.3	0.4	0.4	0.6	0.5
Teachers participate in making most of the important educational decisions in this school	0.3	1.2	0.5	0.6	0.3
I receive a great deal of support from parents for the work I do	0.2	1.2	0.4	0.5	0.4
Necessary materials are available as needed by the staff	0.4	0.9	0.6	0.9	0.7
The principal does a poor job of getting resources for this school	0.1	0.5	0.2	0.3	0.2
Routine duties and paperwork interfere with my job of teaching	0.3	0.7	0.4	0.7	0.6
My principal enforces school rules for student conduct and backs me up when I need it	0.5	1.0	0.5	1.0	0.6
The principal talks with me frequently about my instructional practices	0.3	0.9	0.4	0.5	0.3
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	0.3	0.9	0.6	0.8	0.5
Most of my colleagues share my beliefs and values about what the central mission of the school should be	0.4	1.0	0.7	0.8	0.6
The principal knows what kind of school he/she wants and has communicated it to the staff	0.4	1.1	0.7	0.9	0.8
There is a great deal of cooperative effort among the staff members	0.5	1.0	0.6	0.7	0.6
In this school, staff members are recognized for a job well done	0.4	1.0	0.7	0.7	0.4
I have to follow rules in this school that conflict with my best professional judgment	0.2	0.3	0.3	0.4	0.3
I am satisfied with my class size	0.4	1.2	0.5	0.8	0.5
I make a conscious effort to coordinate the content of my courses with that of other teachers	0.4	0.9	0.6	0.8	0.6
Goals and priorities for the school are clear	0.3	1.0	0.6	0.8	0.5
The amount of student tardiness and class cutting in this school interferes with my teaching	0.2	0.4	0.2	0.3	0.4
I sometimes feel it is a waste of time to try to do my best as a teacher	0.1	0.3	0.2	0.3	0.3
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	0.3	0.7	0.5	0.8	0.5
Library/media materials are adequate to support my instructional objectives	0.4	0.7	0.5	0.8	0.5
If I could go back to college and start again I would most likely become a teacher again	0.3	0.8	0.5	0.7	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

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Table S50-1 Standard errors for table 50-1

October	All students			White			Black			Hispanic		
	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours
					Full-time college students							
1970	0.9	0.7	0.4	1.0	0.7	0.4	3.0	2.0	1.0	—	—	—
1971	0.9	0.7	0.4	0.9	0.7	0.4	2.5	1.6	1.0	—	—	—
1972	0.9	0.7	0.3	1.0	0.7	0.4	2.7	2.2	1.6	5.2	4.3	1.7
1973	0.9	0.7	0.4	1.0	0.8	0.4	3.0	2.4	1.6	4.7	3.4	1.8
1974	0.9	0.7	0.4	1.0	0.8	0.4	2.8	2.2	1.4	4.2	3.3	2.2
1975	0.9	0.7	0.4	0.9	0.7	0.4	2.5	2.0	1.3	4.1	3.2	1.8
1976	0.9	0.7	0.3	1.0	0.7	0.4	2.3	1.8	1.2	4.0	2.9	1.4
1977	0.9	0.7	0.4	1.0	0.8	0.4	2.4	1.8	1.3	4.3	3.7	1.8
1978	0.9	0.7	0.4	1.0	0.8	0.4	2.4	1.9	1.2	4.9	4.3	2.5
1979	0.9	0.7	0.4	1.0	0.8	0.4	2.5	2.0	1.3	4.1	3.4	1.9
1980	0.9	0.7	0.3	1.0	0.8	0.4	2.5	1.9	1.3	4.2	3.8	1.8
1981	0.9	0.7	0.4	1.0	0.8	0.4	2.4	1.8	1.1	3.9	3.3	1.9
1982	0.9	0.7	0.3	1.0	0.8	0.4	2.7	2.0	1.2	4.3	3.2	1.1
1983	0.9	0.7	0.4	1.0	0.8	0.4	2.7	2.2	0.9	4.1	3.5	2.0
1984	0.9	0.8	0.4	1.0	0.8	0.4	2.6	2.1	1.1	4.0	3.3	1.7
1985	0.9	0.8	0.4	1.0	0.9	0.4	2.7	2.3	1.3	4.4	3.8	1.6
1986	0.9	0.8	0.4	1.1	0.9	0.4	2.5	2.0	1.1	4.2	3.6	1.2
1987	0.9	0.8	0.4	1.0	0.9	0.4	2.7	2.2	1.2	4.3	4.0	2.3
1988	1.0	0.9	0.4	1.1	1.0	0.5	3.0	2.5	1.2	4.9	4.5	2.5
1989	1.0	0.9	0.5	1.1	1.0	0.5	2.8	2.4	1.3	4.9	4.7	2.4
1990	0.9	0.8	0.4	1.1	0.9	0.5	2.7	2.3	1.0	4.5	4.0	2.2
1991	0.9	0.8	0.4	1.1	0.9	0.5	2.8	2.4	1.1	4.1	3.8	1.7
1992	0.9	0.8	0.4	1.1	0.9	0.5	2.7	2.3	1.2	3.9	3.6	1.7
1993	0.9	0.8	0.4	1.1	1.0	0.5	2.7	2.3	1.1	3.8	3.3	1.8
1994	0.9	0.8	0.4	1.1	1.0	0.5	2.6	2.3	1.3	4.1	3.7	1.8
1995	0.9	0.8	0.5	1.1	1.0	0.5	2.7	2.4	1.1	3.5	3.1	2.0

Table S50-1 Standard errors for table 50-1—Continued

October	All students			White			Black			Hispanic		
	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours
						Part-time college students						
1970	1.9	2.1	2.4	1.9	2.2	2.5	—	—	—	—	—	—
1971	1.7	2.0	2.3	1.8	2.1	2.4	6.6	7.2	7.9	—	—	—
1972	1.7	2.0	2.3	1.8	2.1	2.5	6.2	6.5	6.9	—	—	—
1973	1.6	2.0	2.3	1.7	2.1	2.5	7.6	7.8	8.2	—	—	—
1974	1.5	1.8	2.1	1.6	1.9	2.3	6.7	6.9	7.3	—	—	—
1975	1.6	1.8	2.1	1.7	2.0	2.2	6.0	6.8	6.9	—	—	—
1976	1.5	1.7	2.0	1.5	1.8	2.2	6.6	7.0	7.3	—	—	—
1977	1.5	1.7	2.0	1.5	1.8	2.2	6.1	6.3	6.4	—	—	—
1978	1.4	1.7	2.0	1.4	1.8	2.2	7.3	7.7	7.0	5.8	6.4	7.3
1979	1.4	1.7	2.0	1.4	1.7	2.2	6.5	6.9	7.3	—	—	—
1980	1.4	1.7	2.0	1.5	1.9	2.2	6.4	7.1	6.9	6.3	6.7	7.4
1981	1.4	1.7	2.0	1.5	1.8	2.2	5.8	6.5	6.6	—	—	—
1982	1.6	1.9	2.0	1.7	2.1	2.3	6.4	6.5	6.2	5.6	6.5	7.0
1983	1.6	1.8	2.1	1.6	1.9	2.4	7.0	7.0	5.9	6.3	6.7	7.1
1984	1.5	1.8	2.1	1.6	2.0	2.4	5.7	5.9	6.0	5.0	6.1	8.1
1985	1.5	1.7	2.1	1.6	1.9	2.4	6.0	6.3	6.6	6.2	7.9	7.8
1986	1.4	1.8	2.1	1.5	1.9	2.4	5.8	6.1	6.9	5.5	6.7	6.9
1987	1.4	1.6	2.0	1.5	1.8	2.3	5.5	5.8	5.9	4.6	5.7	6.8
1988	1.4	1.7	2.2	1.5	1.8	2.5	6.8	7.6	8.2	6.3	7.6	8.5
1989	1.6	1.8	2.3	1.6	2.0	2.6	6.7	7.1	7.5	6.0	6.8	8.4
1990	1.6	1.8	2.2	1.7	2.0	2.5	5.0	5.0	5.9	5.7	6.1	7.4
1991	1.5	1.9	2.2	1.6	2.1	2.5	7.2	7.3	7.4	5.6	6.4	6.8
1992	1.6	1.8	2.1	1.7	2.1	2.5	5.4	6.1	6.5	5.5	5.8	6.0
1993	1.5	1.8	2.1	1.5	2.0	2.4	6.7	7.0	6.8	5.5	6.2	6.0
1994	1.4	1.7	2.0	1.5	2.0	2.4	5.0	5.4	5.8	4.6	5.2	5.2
1995	1.5	1.8	2.0	1.7	2.2	2.5	5.5	5.8	5.7	4.9	5.1	5.6

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S50-2 Standard errors for table 50-2

October	All students			White			Black			Hispanic		
	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours
1970	0.8	0.5	0.3	0.9	0.6	0.3	2.0	1.1	0.7	—	—	—
1971	0.8	0.5	0.2	0.8	0.6	0.3	1.8	1.2	0.7	—	—	—
1972	0.8	0.6	0.3	0.9	0.7	0.3	1.6	1.1	0.7	4.7	3.1	1.7
1973	0.8	0.6	0.3	0.9	0.7	0.3	1.7	1.2	0.6	5.1	3.5	2.2
1974	0.8	0.6	0.3	0.9	0.7	0.3	1.8	1.4	0.7	4.6	3.4	1.8
1975	0.8	0.5	0.3	0.9	0.7	0.3	1.6	1.0	0.5	4.2	3.1	1.6
1976	0.8	0.6	0.3	0.9	0.7	0.3	1.6	1.1	0.7	4.2	3.2	1.7
1977	0.8	0.6	0.3	0.9	0.7	0.3	1.6	1.1	0.6	4.5	3.7	2.2
1978	0.8	0.6	0.3	0.9	0.7	0.3	1.8	1.2	0.6	4.9	4.0	1.9
1979	0.8	0.6	0.3	0.9	0.7	0.3	1.7	1.1	0.5	4.5	3.4	2.0
1980	0.8	0.6	0.2	0.9	0.7	0.3	1.7	1.1	0.7	4.4	3.2	2.2
1981	0.8	0.5	0.2	0.9	0.7	0.3	1.5	1.0	0.5	4.0	3.0	1.4
1982	0.8	0.5	0.2	1.0	0.7	0.3	1.5	0.8	0.1	3.7	2.5	1.3
1983	0.8	0.5	0.2	1.0	0.7	0.3	1.3	0.8	0.2	4.1	3.2	1.8
1984	0.8	0.6	0.2	1.0	0.7	0.2	1.8	1.2	0.4	4.5	3.2	2.0
1985	0.8	0.6	0.2	1.0	0.7	0.3	1.8	1.2	0.3	3.7	2.6	0.7
1986	0.8	0.6	0.2	1.0	0.8	0.3	1.8	1.3	0.5	4.2	3.5	1.2
1987	0.8	0.6	0.2	1.0	0.8	0.3	2.0	1.4	0.6	4.0	2.9	1.5
1988	0.9	0.7	0.2	1.1	0.8	0.3	2.2	1.5	0.6	4.7	3.4	1.8
1989	1.0	0.7	0.3	1.2	0.9	0.3	2.3	1.5	0.6	4.6	3.8	2.3
1990	0.9	0.6	0.3	1.2	0.8	0.3	2.1	1.2	0.6	4.2	3.3	2.0
1991	0.9	0.6	0.2	1.2	0.8	0.3	1.9	1.2	0.2	3.9	2.9	1.2
1992	0.8	0.6	0.2	1.1	0.7	0.2	1.6	1.0	0.3	2.2	2.8	0.8
1993	0.8	0.6	0.2	1.1	0.7	0.3	1.5	1.1	0.4	2.2	2.8	0.6
1994	0.8	0.6	0.2	1.1	0.8	0.3	1.7	1.3	0.5	2.1	2.6	0.9
1995	0.8	0.6	0.2	1.1	0.8	0.3	1.7	1.2	0.4	2.2	2.5	0.9

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S50-3 Standard errors for table 50-3

October	All students			Low			Middle			High		
	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours
						Full-time college students						
1970	0.9	0.7	0.4	1.0	0.7	0.4	0.9	0.7	0.4	0.9	0.6	0.3
1971	0.9	0.7	0.4	0.9	0.7	0.3	0.9	0.7	0.4	0.9	0.6	0.3
1972	0.9	0.7	0.3	0.9	0.7	0.4	0.9	0.7	0.4	0.9	0.6	0.3
1973	0.9	0.7	0.4	0.9	0.8	0.4	0.9	0.7	0.4	0.9	0.7	0.3
1974	0.9	0.7	0.4	—	—	—	—	—	—	—	—	—
1975	0.9	0.7	0.4	0.8	0.6	0.4	0.9	0.7	0.4	0.8	0.6	0.3
1976	0.9	0.7	0.3	0.9	0.7	0.4	0.9	0.7	0.4	0.8	0.6	0.3
1977	0.9	0.7	0.4	0.9	0.7	0.3	0.9	0.7	0.4	0.9	0.7	0.3
1978	0.9	0.7	0.4	0.9	0.7	0.4	0.9	0.7	0.4	0.9	0.7	0.3
1979	0.9	0.7	0.4	0.9	0.7	0.4	0.9	0.7	0.4	0.9	0.7	0.3
1980	0.9	0.7	0.3	0.9	0.7	0.4	0.9	0.7	0.4	0.9	0.7	0.3
1981	0.9	0.7	0.4	0.9	0.7	0.4	0.9	0.7	0.4	0.9	0.7	0.3
1982	0.9	0.7	0.3	0.9	0.7	0.3	0.9	0.7	0.4	0.9	0.7	0.3
1983	0.9	0.7	0.4	0.9	0.7	0.4	0.9	0.8	0.4	0.9	0.7	0.3
1984	0.9	0.8	0.4	0.9	0.8	0.5	0.9	0.8	0.4	0.9	0.7	0.3
1985	0.9	0.8	0.4	0.9	0.8	0.4	0.9	0.8	0.4	0.9	0.7	0.3
1986	0.9	0.8	0.4	0.9	0.8	0.4	0.9	0.8	0.4	0.9	0.8	0.3
1987	0.9	0.8	0.4	0.9	0.8	0.3	0.9	0.8	0.4	0.9	0.7	0.3
1988	1.0	0.9	0.4	1.0	0.9	0.4	1.0	0.9	0.5	1.0	0.8	0.4
1989	1.0	0.9	0.5	1.0	0.9	0.4	1.0	0.9	0.5	1.0	0.8	0.4
1990	0.9	0.8	0.4	0.9	0.8	0.4	0.9	0.8	0.5	0.9	0.8	0.3
1991	0.9	0.8	0.4	0.9	0.9	0.5	0.9	0.8	0.4	0.9	0.8	0.4
1992	0.9	0.8	0.4	0.9	0.8	0.4	0.9	0.8	0.4	0.9	0.8	0.4
1993	0.9	0.8	0.4	0.9	0.8	0.5	0.9	0.8	0.4	0.9	0.8	0.3
1994	0.9	0.8	0.4	0.9	0.9	0.4	0.9	0.8	0.5	0.9	0.8	0.4
1995	0.9	0.8	0.5	0.9	0.8	0.4	0.9	0.8	0.5	0.9	0.8	0.4

Table S50-3 Standard errors for table 50-3—Continued

October	All students			Low			Middle			High		
	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours
Part-time college students												
1970	1.9	2.1	2.4	—	—	—	2.4	2.6	2.9	3.3	4.1	4.7
1971	1.7	2.0	2.3	—	—	—	2.2	2.5	2.9	3.0	3.7	4.2
1972	1.7	2.0	2.3	6.4	6.9	6.9	2.2	2.4	2.9	3.0	3.7	4.4
1973	1.6	2.0	2.3	6.1	7.6	7.8	2.0	2.4	2.9	3.2	3.8	4.4
1974	1.5	1.8	2.1	—	—	—	—	—	—	—	—	—
1975	1.6	1.8	2.1	5.8	6.2	5.6	2.0	2.2	2.6	3.0	3.5	3.9
1976	1.5	1.7	2.0	4.3	5.0	6.0	1.8	2.2	2.6	2.8	3.2	3.7
1977	1.5	1.7	2.0	6.0	6.3	6.2	1.8	2.2	2.5	2.6	3.0	3.7
1978	1.4	1.7	2.0	5.4	5.9	6.1	1.7	2.2	2.6	2.5	3.2	3.8
1979	1.4	1.7	2.0	5.1	5.8	6.0	1.7	2.1	2.6	2.4	2.9	3.8
1980	1.4	1.7	2.0	6.4	6.9	6.5	1.8	2.1	2.6	2.4	3.1	3.6
1981	1.4	1.7	2.0	6.1	6.4	6.4	1.8	2.1	2.5	1.9	3.0	3.7
1982	1.6	1.9	2.0	6.9	7.1	6.9	2.0	2.4	2.6	2.6	3.3	3.6
1983	1.6	1.8	2.1	6.1	6.3	6.0	2.3	2.5	2.9	2.2	2.8	3.5
1984	1.5	1.8	2.1	5.8	6.2	6.3	2.0	2.2	2.8	2.3	3.1	3.8
1985	1.5	1.7	2.1	5.7	6.2	6.1	1.8	2.1	2.7	2.6	3.1	3.9
1986	1.4	1.8	2.1	5.7	6.2	6.0	1.7	2.2	2.7	2.3	2.8	3.9
1987	1.4	1.6	2.0	4.8	5.3	5.5	1.8	2.1	2.6	2.3	2.8	3.5
1988	1.4	1.7	2.2	6.3	6.7	6.7	2.0	2.3	2.9	1.8	2.5	3.9
1989	1.6	1.8	2.3	6.4	6.8	6.1	2.0	2.4	3.1	2.2	2.7	4.0
1990	1.5	1.9	2.2	3.2	3.8	4.0	1.5	1.6	1.9	1.9	2.2	3.1
1991	1.5	1.9	2.2	5.6	6.1	6.4	1.9	2.3	2.8	2.8	3.6	4.5
1992	1.6	1.8	2.1	4.8	5.3	5.5	2.0	2.4	2.8	2.9	3.4	4.0
1993	1.5	1.8	2.1	5.4	5.7	5.6	1.9	2.3	2.6	2.4	3.2	4.3
1994	1.4	1.7	2.0	4.2	5.1	5.6	1.7	2.2	2.5	2.6	3.2	3.8
1995	1.5	1.8	2.0	5.1	5.2	4.8	1.9	2.2	2.7	2.5	3.6	4.0

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S50-4 Standard errors for table 50-4

	All students			Male			Female		
October	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours
				Full-time college students					
1970	0.9	0.7	0.4	1.2	1.0	0.5	1.3	0.8	0.4
1971	0.9	0.7	0.4	1.2	1.0	0.6	1.2	0.8	0.3
1972	0.9	0.7	0.3	1.2	1.0	0.6	1.2	0.8	0.3
1973	0.9	0.7	0.4	1.2	1.0	0.6	1.2	0.8	0.4
1974	0.9	0.7	0.4	1.2	1.0	0.6	1.2	0.9	0.4
1975	0.9	0.7	0.4	1.2	0.9	0.6	1.2	0.9	0.4
1976	0.9	0.7	0.3	1.2	1.0	0.5	1.1	0.8	0.4
1977	0.9	0.7	0.4	1.2	1.0	0.6	1.2	0.9	0.4
1978	0.9	0.7	0.4	1.2	1.0	0.6	1.2	0.9	0.4
1979	0.9	0.7	0.4	1.2	1.0	0.5	1.2	0.9	0.4
1980	0.9	0.7	0.3	1.2	1.0	0.5	1.2	0.9	0.4
1981	0.9	0.7	0.4	1.2	1.0	0.5	1.1	0.9	0.4
1982	0.9	0.7	0.3	1.3	1.0	0.5	1.2	0.9	0.4
1983	0.9	0.7	0.4	1.3	1.1	0.5	1.2	0.9	0.4
1984	0.9	0.8	0.4	1.3	1.0	0.6	1.2	1.0	0.4
1985	0.9	0.8	0.4	1.3	1.1	0.6	1.2	1.0	0.5
1986	0.9	0.8	0.4	1.3	1.1	0.5	1.2	1.0	0.5
1987	0.9	0.8	0.4	1.3	1.1	0.6	1.2	1.0	0.5
1988	1.0	0.9	0.4	1.4	1.2	0.6	1.3	1.1	0.5
1989	1.0	0.9	0.5	1.4	1.2	0.7	1.3	1.1	0.6
1990	0.9	0.8	0.4	1.3	1.1	0.6	1.2	1.1	0.5
1991	0.9	0.8	0.4	1.3	1.2	0.7	1.2	1.0	0.5
1992	0.9	0.8	0.4	1.3	1.2	0.7	1.2	1.0	0.5
1993	0.9	0.8	0.4	1.3	1.2	0.6	1.2	1.1	0.5
1994	0.9	0.8	0.4	1.3	1.2	0.7	1.2	1.0	0.5
1995	0.9	0.8	0.5	1.3	1.2	0.7	1.2	1.0	0.5

Table S50-4 Standard errors for table 50-4—Continued

October	All students			Male			Female		
	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours
Part-time college students									
1970	1.9	2.1	2.4	2.3	2.7	3.3	2.6	2.8	3.1
1971	1.7	2.0	2.3	2.1	2.5	3.1	2.6	2.9	3.1
1972	1.7	2.0	2.3	2.0	2.5	3.1	2.6	2.8	3.0
1973	1.6	2.0	2.3	2.2	2.7	3.2	2.2	2.7	3.0
1974	1.5	1.8	2.1	1.9	2.3	2.9	2.2	2.4	2.7
1975	1.6	1.8	2.1	2.2	2.6	2.9	2.2	2.4	2.7
1976	1.5	1.7	2.0	2.2	2.5	2.9	1.8	2.2	2.5
1977	1.5	1.7	2.0	1.9	2.3	2.8	2.0	2.3	2.6
1978	1.4	1.7	2.0	1.9	2.3	2.9	1.9	2.3	2.6
1979	1.4	1.7	2.0	1.8	2.3	2.9	1.9	2.2	2.5
1980	1.4	1.7	2.0	2.1	2.5	3.0	1.8	2.2	2.5
1981	1.4	1.7	2.0	1.8	2.4	2.8	1.8	2.2	2.5
1982	1.6	1.9	2.0	2.4	2.8	3.0	1.9	2.3	2.5
1983	1.6	1.8	2.1	2.2	2.5	3.0	2.2	2.5	2.7
1984	1.5	1.8	2.1	1.9	2.4	3.1	2.1	2.3	2.6
1985	1.5	1.7	2.1	2.2	2.6	3.2	1.8	2.2	2.6
1986	1.4	1.8	2.1	2.1	2.4	3.1	1.8	2.3	2.6
1987	1.4	1.6	2.0	1.9	2.4	2.9	1.8	2.1	2.4
1988	1.4	1.7	2.2	2.2	2.5	3.3	1.7	2.2	2.8
1989	1.6	1.8	2.3	2.3	2.7	3.5	1.9	2.3	2.8
1990	1.6	1.8	2.2	2.2	2.4	3.1	2.1	2.3	2.7
1991	1.5	1.9	2.2	2.2	2.6	3.2	2.0	2.4	2.8
1992	1.6	1.8	2.1	2.4	2.8	3.3	1.9	2.2	2.6
1993	1.5	1.8	2.1	2.1	2.5	3.1	2.0	2.4	2.6
1994	1.4	1.7	2.0	2.2	2.6	3.0	1.6	2.1	2.4
1995	1.5	1.8	2.0	2.0	2.6	3.1	2.0	2.3	2.4

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S50-5 Standard errors for table 50-5

	All students			Male			Female		
October	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours
1970	0.8	0.5	0.3	1.1	0.8	0.5	1.1	0.6	0.3
1971	0.8	0.5	0.2	1.1	0.8	0.4	1.1	0.6	0.3
1972	0.8	0.6	0.3	1.1	0.8	0.5	1.1	0.7	0.3
1973	0.8	0.6	0.3	1.1	0.9	0.5	1.1	0.7	0.3
1974	0.8	0.6	0.3	1.1	0.9	0.5	1.1	0.7	0.3
1975	0.8	0.5	0.3	1.1	0.8	0.4	1.1	0.7	0.3
1976	0.8	0.6	0.3	1.1	0.8	0.4	1.1	0.7	0.3
1977	0.8	0.6	0.3	1.1	0.9	0.5	1.1	0.8	0.3
1978	0.8	0.6	0.3	1.1	0.9	0.4	1.1	0.8	0.3
1979	0.8	0.6	0.3	1.1	0.9	0.4	1.1	0.8	0.3
1980	0.8	0.6	0.2	1.1	0.8	0.4	1.1	0.8	0.3
1981	0.8	0.5	0.2	1.1	0.8	0.4	1.1	0.7	0.3
1982	0.8	0.5	0.2	1.1	0.8	0.4	1.2	0.7	0.2
1983	0.8	0.5	0.2	1.1	0.7	0.3	1.2	0.8	0.3
1984	0.8	0.6	0.2	1.1	0.8	0.3	1.2	0.8	0.2
1985	0.8	0.6	0.2	1.2	0.8	0.3	1.2	0.8	0.2
1986	0.8	0.6	0.2	1.1	0.8	0.4	1.2	0.9	0.3
1987	0.8	0.6	0.2	1.1	0.9	0.4	1.2	0.8	0.3
1988	0.9	0.7	0.2	1.3	1.0	0.4	1.4	0.9	0.3
1989	1.0	0.7	0.3	1.3	1.0	0.4	1.4	1.0	0.3
1990	0.9	0.6	0.3	1.3	0.9	0.4	1.3	0.9	0.4
1991	0.9	0.6	0.2	1.2	0.9	0.3	1.3	0.9	0.3
1992	0.8	0.6	0.2	1.2	0.8	0.3	1.1	0.7	0.2
1993	0.8	0.6	0.2	1.1	0.8	0.3	1.1	0.8	0.3
1994	0.8	0.6	0.2	1.2	0.9	0.3	1.1	0.8	0.3
1995	0.8	0.6	0.2	1.1	0.8	0.3	1.1	0.8	0.3

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S50-6 Standard errors for table 50-6

	All students			Low			Middle			High		
October	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours	Total	20 or more hours	35 or more hours
1970	0.8	0.5	0.3	2.2	1.4	0.9	1.0	0.7	0.4	1.4	0.9	0.4
1971	0.8	0.5	0.2	2.2	1.5	0.9	0.9	0.7	0.3	1.4	0.9	0.4
1972	0.8	0.6	0.3	2.0	1.5	0.9	0.9	0.7	0.4	1.4	1.0	0.5
1973	0.8	0.6	0.3	2.1	1.5	1.0	1.0	0.7	0.4	1.4	1.1	0.5
1974	0.8	0.6	0.3	—	—	—	—	—	—	—	—	—
1975	0.8	0.5	0.3	1.9	1.3	0.8	0.9	0.7	0.4	1.4	1.0	0.4
1976	0.8	0.6	0.3	2.1	1.6	1.0	1.0	0.7	0.3	1.3	1.0	0.4
1977	0.8	0.6	0.3	1.9	1.5	1.0	1.0	0.7	0.3	1.4	1.1	0.5
1978	0.8	0.6	0.3	2.0	1.5	0.9	1.0	0.8	0.4	1.4	1.0	0.4
1979	0.8	0.6	0.3	2.0	1.5	0.8	1.0	0.8	0.4	1.4	1.1	0.4
1980	0.8	0.6	0.2	1.9	1.3	0.6	1.0	0.7	0.3	1.4	1.0	0.3
1981	0.8	0.5	0.2	1.7	1.1	0.5	1.0	0.7	0.3	1.4	1.0	0.4
1982	0.8	0.5	0.2	1.7	1.0	0.6	1.0	0.7	0.3	1.5	1.0	0.4
1983	0.8	0.5	0.2	1.5	0.9	0.5	1.0	0.7	0.3	1.6	1.0	0.4
1984	0.8	0.6	0.2	1.7	1.2	0.5	1.1	0.7	0.2	1.6	1.1	0.4
1985	0.8	0.6	0.2	1.6	1.1	0.6	1.1	0.8	0.3	1.6	1.2	0.3
1986	0.8	0.6	0.2	1.8	1.4	0.6	1.1	0.8	0.3	1.6	1.2	0.4
1987	0.8	0.6	0.2	1.8	1.4	0.7	1.1	0.8	0.3	1.5	1.1	0.3
1988	0.9	0.7	0.2	2.1	1.5	0.8	1.2	0.9	0.3	1.8	1.3	0.3
1989	1.0	0.7	0.3	2.1	1.5	0.7	1.3	0.9	0.4	1.8	1.3	0.4
1990	0.9	0.6	0.3	1.4	1.0	0.5	0.8	0.6	0.2	1.2	0.8	0.3
1991	0.9	0.6	0.2	1.7	1.3	0.6	1.1	0.8	0.3	1.7	1.1	0.3
1992	0.8	0.6	0.2	1.7	1.0	0.5	1.1	0.8	0.3	1.7	1.1	0.4
1993	0.8	0.6	0.2	1.7	1.2	0.7	1.1	0.8	0.3	1.7	1.1	0.4
1994	0.8	0.6	0.2	2.0	1.5	0.6	1.1	0.8	0.3	1.7	1.2	0.4
1995	0.8	0.6	0.2	1.7	1.2	0.8	1.1	0.8	0.3	1.7	1.2	0.3

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S50-7 Standard errors for table 50-7

Parents' highest education level	Total	20 or more hours	35 or more hours
Total	**0.8**	**0.6**	**0.2**
Less than high school graduate	1.9	1.4	0.8
High school graduate	1.5	1.2	0.5
Some college	1.6	1.1	0.4
Bachelor's degree or higher	1.7	1.1	0.3
Not available	6.1	5.7	4.3

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S51-1 Standard errors for table 51-1

October	Aged 18–24			Aged 25–34			Aged 35 or older		
	White	Black	Hispanic	White	Black	Hispanic	White	Black	Hispanic
1976	0.7	1.9	4.6	2.0	5.7	10.4	2.3	8.8	14.4
1977	0.7	2.3	4.7	1.9	5.1	9.9	—	—	—
1978	0.7	2.1	5.8	2.0	5.5	11.1	2.0	8.0	13.6
1979	0.7	2.2	4.6	1.9	5.8	9.9	1.9	8.4	13.6
1980	0.7	2.3	4.9	1.8	5.5	10.5	2.1	7.5	14.3
1981	0.7	2.2	4.1	1.8	5.4	8.5	2.1	8.2	12.6
1982	0.7	2.4	5.1	1.9	5.2	9.7	2.1	8.8	4.8
1983	0.7	2.3	4.9	1.8	5.3	8.8	1.9	9.3	11.4
1984	0.7	2.4	4.4	1.8	5.5	9.1	2.2	7.3	18.0
1985	0.7	2.4	4.4	1.8	5.6	8.2	2.0	6.9	9.8
1986	0.8	2.3	4.6	1.9	5.6	7.8	2.2	6.7	12.5
1987	0.7	2.4	4.6	1.9	5.6	8.2	2.1	8.2	9.2
1988	0.7	2.3	4.4	2.0	5.5	8.3	2.0	5.9	8.0
1989	0.7	2.2	4.9	1.9	5.9	9.3	2.0	8.0	11.7
1990	0.7	2.5	5.0	1.8	6.3	9.2	1.9	7.6	10.3
1991	0.7	2.2	4.5	1.9	5.4	9.3	1.9	6.4	9.8
1992	0.8	2.5	5.2	2.1	6.3	8.9	2.1	7.4	13.6
1993	0.8	2.4	4.9	2.2	5.7	9.7	2.2	6.9	12.8
1994	0.7	2.2	4.6	2.0	4.9	7.8	2.0	5.8	9.1
1995	0.7	2.4	4.0	2.0	5.3	8.3	2.1	6.0	8.5

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S51-2 Standard errors for table 51-2

October	Total		Aged 18–24		Aged 25–34		Aged 35 or older	
	Male	Female	Male	Female	Male	Female	Male	Female
1976	0.9	1.0	0.9	0.9	2.3	2.8	3.8	2.6
1977	—	—	0.9	0.9	2.3	2.4	—	—
1978	1.0	1.0	0.9	1.0	2.5	2.5	3.5	2.3
1979	1.0	1.0	0.9	0.9	2.6	2.3	3.3	2.2
1980	1.0	1.0	0.8	0.9	2.5	2.2	3.9	2.2
1981	0.9	1.0	0.9	0.9	2.4	2.2	3.4	2.4
1982	0.9	1.0	0.9	0.9	2.5	2.2	3.1	2.4
1983	0.9	1.0	0.9	0.9	2.4	2.2	3.6	2.2
1984	0.9	1.0	0.8	0.9	2.4	2.2	4.1	2.2
1985	0.9	0.9	0.8	0.9	2.4	2.1	3.4	2.1
1986	1.0	1.0	0.9	1.0	2.5	2.2	3.6	2.3
1987	1.0	1.0	0.9	1.0	2.5	2.2	3.7	2.3
1988	1.0	1.0	0.9	0.9	2.6	2.3	3.4	2.1
1989	1.0	1.0	0.9	0.9	2.5	2.2	3.4	2.2
1990	1.0	0.9	0.9	0.9	2.6	2.1	3.0	2.1
1991	1.0	0.9	0.9	0.9	2.4	2.2	3.2	2.0
1992	1.1	1.0	1.0	1.0	2.8	2.4	3.6	2.3
1993	1.0	1.0	1.0	1.0	2.8	2.4	3.5	2.3
1994	1.0	0.9	0.9	0.9	2.5	2.2	3.0	2.1
1995	1.0	0.9	0.9	0.9	2.6	2.3	3.1	2.3

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S51-3 Standard errors for table 51-3

October	Total		Aged 18–24		Aged 25–34		Aged 35 or older	
	2-year	4-year	2-year	4-year	2-year	4-year	2-year	4-year
1976	1.3	0.7	1.6	0.6	2.4	2.7	2.7	3.6
1977	—	—	1.6	0.6	2.3	2.6	—	—
1978	1.3	0.7	1.6	0.6	2.3	2.6	2.2	3.5
1979	1.3	0.8	1.7	0.6	2.4	2.5	2.2	3.2
1980	1.3	0.7	1.5	0.6	2.2	2.6	2.5	3.5
1981	1.2	0.7	1.5	0.6	2.2	2.4	2.7	3.2
1982	1.2	0.7	1.5	0.6	2.3	2.6	2.5	3.3
1983	1.2	0.7	1.5	0.6	2.2	2.4	2.3	3.2
1984	1.3	0.7	1.5	0.6	2.3	2.4	2.7	3.1
1985	1.2	0.7	1.6	0.5	2.1	2.4	2.1	3.1
1986	1.3	0.8	1.7	0.6	2.2	2.5	2.5	3.2
1987	1.3	0.8	1.6	0.6	2.3	2.4	2.4	3.1
1988	1.3	0.8	1.5	0.6	2.3	2.4	2.3	2.7
1989	1.3	0.7	1.6	0.6	2.2	2.3	2.3	2.9
1990	1.2	0.7	1.5	0.6	2.3	2.3	2.2	2.8
1991	1.2	0.7	1.5	0.5	2.2	2.4	2.4	2.5
1992	1.3	0.8	1.6	0.7	2.5	2.5	2.5	2.9
1993	1.3	0.8	1.6	0.7	2.6	2.5	2.7	2.8
1994	1.2	0.8	1.6	0.7	2.4	2.2	2.4	2.5
1995	1.3	0.7	1.6	0.6	2.6	2.2	2.5	2.6

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S51-4 Standard errors for table 51-4

October	Total	Age			Race/ethnicity			Sex		Type of institution	
		18–24	25–34	35 or older	White	Black	Hispanic	Male	Female	2-year	4-year
1976	0.7	0.6	0.7	1.6	0.8	2.3	4.6	0.9	1.0	1.3	0.7
1977	—	0.6	0.8	—	0.8	2.4	4.8	—	—	—	—
1978	0.7	0.7	0.7	1.5	0.8	2.4	5.2	1.0	1.0	1.3	0.7
1979	0.7	0.7	0.7	1.5	0.8	2.4	4.4	1.0	1.0	1.3	0.8
1980	0.7	0.6	0.7	1.5	0.8	2.5	4.6	1.0	1.0	1.3	0.7
1981	0.7	0.6	0.7	1.6	0.8	2.3	4.3	0.9	1.0	1.2	0.7
1982	0.7	0.6	0.7	1.5	0.7	2.4	4.6	0.9	1.0	1.2	0.7
1983	0.7	0.6	0.7	1.5	0.8	2.4	4.4	0.9	1.0	1.2	0.7
1984	0.7	0.6	0.7	1.6	0.7	2.4	4.3	0.9	1.0	1.3	0.7
1985	0.7	0.6	0.7	1.5	0.7	2.4	4.2	0.9	0.9	1.2	0.7
1986	0.7	0.7	0.7	1.8	0.8	2.4	4.1	1.0	1.0	1.3	0.8
1987	0.7	0.7	0.7	1.7	0.8	2.5	4.2	1.0	1.0	1.3	0.8
1988	0.7	0.7	0.7	1.6	0.8	2.5	4.1	1.0	1.0	1.3	0.8
1989	0.7	0.6	0.7	1.8	0.8	2.5	4.5	1.0	1.0	1.3	0.7
1990	0.7	0.6	0.7	1.8	0.8	2.4	4.6	1.0	0.9	1.2	0.7
1991	0.7	0.6	0.7	1.7	0.8	2.4	4.2	1.0	0.9	1.2	0.7
1992	0.7	0.7	0.8	2.1	0.8	2.5	4.7	1.1	1.0	1.3	0.8
1993	0.7	0.7	0.8	2.1	0.8	2.5	4.5	1.0	1.0	1.3	0.8
1994	0.7	0.7	0.7	1.9	0.8	2.2	3.7	1.0	0.9	1.2	0.8
1995	0.7	0.7	0.7	1.9	0.8	2.3	3.6	1.0	0.9	1.3	0.7

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S51-5 Standard errors for table 51-5

October	Total	Total		Aged 18–24		Aged 25–34		Aged 35 or older	
		Male	Female	Male	Female	Male	Female	Male	Female
1976	1.5	2.0	2.2	3.0	4.1	2.8	3.2	4.7	4.0
1977	—	—	—	3.3	4.1	2.8	3.0	—	—
1978	1.5	2.1	2.1	3.4	4.1	2.8	3.1	4.7	3.7
1979	1.5	2.1	2.0	3.5	4.2	2.8	2.7	4.7	3.6
1980	1.5	2.1	2.1	3.4	4.0	2.9	2.8	5.1	3.8
1981	1.5	2.1	2.0	3.5	4.7	2.9	3.0	5.1	3.8
1982	1.5	2.1	2.0	3.4	4.4	2.9	2.7	4.5	3.7
1983	1.4	2.0	2.0	3.1	4.2	2.8	2.9	4.4	3.6
1984	1.5	2.0	2.1	3.1	4.2	2.8	3.0	4.5	3.8
1985	1.4	2.0	2.0	3.4	4.4	2.9	2.7	4.3	3.2
1986	1.6	2.2	2.2	3.5	3.8	3.0	3.5	4.6	3.4
1987	1.5	2.2	2.1	3.7	4.4	3.2	3.1	4.4	3.5
1988	1.5	2.2	2.0	4.4	4.7	3.2	3.2	3.9	3.2
1989	1.5	2.2	2.1	3.9	4.1	3.1	3.1	4.1	3.4
1990	1.5	2.2	2.0	3.8	4.0	3.2	3.3	4.1	3.2
1991	1.5	2.1	2.0	3.4	4.0	3.0	3.2	3.9	3.1
1992	1.7	2.5	2.3	3.7	4.6	3.6	3.6	4.8	3.6
1993	1.7	2.5	2.3	4.4	4.9	3.7	3.7	4.4	3.7
1994	1.5	2.3	2.1	3.7	4.6	3.3	3.3	4.1	3.5
1995	1.5	2.2	2.0	4.3	4.0	3.2	3.3	3.8	3.2

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S56-1 Standard errors for table 56-2

School characteristics	School earnings				
	Total school earnings	Base salary	Summer supplemental earnings	Other school compensation	Non-school compensation
Total	**$181**	**$183**	**$103**	**$64**	**$257**
Central city					
Percentage of students eligible for free or reduced-price lunch					
0–5	884	874	200	176	1,732
6–20	455	458	131	106	318
21–40	365	374	116	152	546
41 or more	227	237	201	121	421
School level					
Elementary	220	228	180	123	491
Secondary	245	233	82	76	278
Combined	663	613	203	201	828
Minority enrollment					
Less than 20 percent	352	345	94	80	443
20 percent or more	207	210	145	90	314
School size					
Less than 150	612	639	369	236	1,076
150–499	401	360	439	229	948
500–749	379	380	138	138	533
750 or more	326	324	95	75	259
Urban fringe/large town	253	244	69	71	379
Percentage of students eligible for free or reduced-price lunch					
0–5	759	709	158	183	1,735
6–20	480	479	125	152	352
21–40	610	604	144	148	381
41 or more	627	614	166	138	367
School level					
Elementary	407	391	104	142	726
Secondary	305	299	68	53	219
Combined	964	1,042	178	247	617
Minority enrollment					
Less than 20 percent	411	404	99	91	257
20 percent or more	345	340	99	106	803
School size					
Less than 150	752	796	242	378	834
150–499	611	571	239	174	354
500–749	607	602	95	200	289
750 or more	403	399	73	79	768

Table S56-1 Standard errors for table 56-2—Continued

School characteristics	School earnings: Total school earnings	Base salary	Summer supplemental earnings	Other school compensation	Non-school compensation
Rural/small town	165	160	43	39	172
Percentage of students eligible for free or reduced-price lunch					
0-5	1,405	1,308	107	238	541
6-20	352	365	78	60	345
21-40	371	361	105	98	219
41 or more	311	314	62	59	356
School level					
Elementary	277	266	72	73	316
Secondary	142	134	51	42	159
Combined	593	541	124	108	680
Minority enrollment					
Less than 20 percent	225	221	54	46	229
20 percent or more	285	285	74	74	264
School size					
Less than 150	294	295	216	97	505
150-499	224	208	63	55	305
500-749	523	517	67	95	358
750 or more	383	405	73	109	218
Percentage of students eligible for free or reduced-price lunch					
0-5	667	616	108	130	1,050
6-20	243	244	63	60	201
21-40	256	254	72	80	191
41 or more	183	188	112	62	251

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table S56-2 Standard errors for table 56-5

School characteristics	School earnings				
	Total school earnings	Base salary	Summer supplemental earnings	Other school compensation	Non-school compensation
Total	**$222**	**$212**	**$64**	**$61**	**$170**
Central city	390	364	90	80	241
School level					
Elementary	281	278	105	151	480
Secondary	526	492	117	127	355
Combined	699	613	191	265	285
Minority enrollment					
Less than 20 percent	427	389	105	147	438
20 percent or more	438	410	125	109	254
School size					
Less than 150	453	397	132	229	254
150-499	276	278	138	121	410
500-749	648	636	220	152	593
750 or more	735	620	189	295	671
Urban fringe/large town	313	311	115	93	270
School level					
Elementary	294	297	150	211	341
Secondary	464	405	156	187	667
Combined	797	761	205	188	602
Minority enrollment					
Less than 20 percent	324	325	119	139	341
20 percent or more	686	641	214	248	435
School size					
Less than 150	710	642	168	364	372
150-499	392	387	156	156	346
500-749	844	801	227	257	550
750 or more	726	775	543	241	1,332
Rural/small town	437	415	142	206	405
School level					
Elementary	392	395	297	267	325
Secondary	1,119	1,046	279	585	463
Combined	827	804	182	243	649
Minority enrollment					
Less than 20 percent	523	499	169	253	378
20 percent or more	1,175	1,199	238	532	583
School size					
Less than 150	644	598	202	453	577
150-499	449	436	238	389	510
500-749	1,529	1,474	—	433	—
750 or more	3,255	2,719	—	—	—

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table S56-3 Standard errors for table 56-6

School characteristics	Districts/schools with salary schedules					Districts/schools without salary schedules		
	Percentage with salary schedules	Bachelor's, no experience	Master's, no experience	Master's, 20 years experience	Highest step on schedule	Percentage without salary schedules	Salary range	
							Average lowest	Average highest
Public school districts	**0.7**	**$64**	**$67**	**$119**	**$126**	**0.7**	**$633**	**$1,203**
Region								
Northeast	1.1	138	171	340	347	1.1	595	1,154
Midwest	1.8	92	99	206	237	1.8	701	1,682
South	0.1	42	45	75	90	0.1	—	—
West	1.5	204	216	354	358	1.5	—	—
District size								
Less than 1,000	1.4	127	146	287	283	1.4	767	1,345
1,000–4,999	0.3	86	101	191	204	0.3	425	1,633
5,000–9,999	0.3	132	147	283	329	0.3	—	—
10,000 or more	*0.0	50	57	135	153	*0.0	—	—
Minority enrollment								
Less than 20 percent	1.0	79	86	197	203	1.0	490	1,342
20 percent or more	0.7	158	176	312	254	0.7	2,705	3,807
Minority teachers								
Less than 10 percent	0.9	74	82	174	181	0.9	665	1,255
10 percent or more	0.3	174	232	406	314	0.3	—	—
Private schools	**1.1**	**147**	**171**	**297**	**301**	**1.1**	**301**	**503**
Region								
Northeast	3.1	326	378	708	723	3.1	441	1,186
Midwest	2.4	256	274	484	518	2.4	661	945
South	2.1	236	264	385	431	2.1	534	829
West	3.5	391	418	738	774	3.5	782	1,051
School size								
Less than 150	2.1	337	388	645	676	2.1	377	630
150–499	1.1	119	136	202	207	1.1	263	732
500–749	2.2	321	373	635	714	2.2	629	1,702
750 or more	2.6	233	260	617	694	2.6	1,196	2,620
Minority enrollment								
Less than 20 percent	1.4	182	212	381	396	1.4	294	599
20 percent or more	2.1	311	360	481	529	2.1	576	921
Minority teachers								
Less than 10 percent	1.5	170	194	354	353	1.5	351	643
10 percent or more	2.4	299	327	525	605	2.4	743	964

— Not available.

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Private School and Teacher Demand and Shortage Questionnaires).

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Table S57-1 Standard errors for table 57-1

Class subject	Percentage of students eligible for free or reduced-price lunch			
	0–5	6–20	21–40	41–100
		Majored in class subject		
Mathematics	2.5	1.5	2.4	2.9
Science	2.8	1.6	1.6	2.0
Biology	3.2	2.9	3.2	3.8
Chemistry	5.3	4.0	5.3	5.6
Physics	10.2	4.7	5.8	10.3
		Majored or minored in class subject		
Mathematics	2.1	1.5	2.0	2.7
Science	2.3	1.1	0.9	1.2
Biology	2.8	2.3	2.5	2.8
Chemistry	5.1	3.4	4.3	5.8
Physics	10.4	5.9	5.6	10.0
		Certified in class subject		
Mathematics	1.3	1.4	1.1	2.5
Science	1.2	0.8	1.2	2.0
Biology	1.6	1.0	2.3	3.2
Chemistry	2.5	1.9	2.7	4.1
Physics	2.9	2.0	5.5	8.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table S57-2 Standard errors for table 57-2

Class subject	Public				Private			
	Less than 150	150–499	500–749	750 or more	Less than 150	150–499	500–749	750 or more
				Majored in class subject				
Mathematics	3.8	2.2	3.2	1.3	8.2	4.4	5.5	5.6
Science	3.5	2.2	1.6	1.3	6.6	2.5	5.7	3.0
Biology	6.0	3.2	3.8	2.0	—	4.9	—	—
Chemistry	7.2	4.4	7.0	2.7	—	9.1	—	—
Physics	—	4.5	8.1	4.4	—	8.3	—	—
				Majored or minored in class subject				
Mathematics	3.6	1.9	2.7	1.2	8.4	3.9	5.1	5.5
Science	2.4	1.1	0.9	0.8	6.6	1.7	2.8	2.6
Biology	5.2	3.1	3.5	1.3	—	4.9	—	—
Chemistry	11.4	4.3	6.7	2.4	—	11.8	—	—
Physics	—	4.3	8.4	4.7	—	9.9	—	—
				Certified in class subject				
Mathematics	2.6	1.9	1.8	1.0	7.2	4.0	5.5	5.5
Science	1.6	1.1	1.1	0.9	9.6	4.0	4.5	4.0
Biology	3.8	2.7	2.5	1.3	—	4.3	—	—
Chemistry	13.1	3.0	4.6	1.7	—	11.0	—	—
Physics	5.9	5.0	8.0	2.0	—	7.7	—	—

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table S57-3 Standard errors for table 57-3

Class subject	Public			Private		
	Central city	Urban fringe/ large town	Rural/ small town	Central city	Urban fringe/ large town	Rural/ small town
	Majored in class subject					
Mathematics	2.7	1.8	1.6	4.1	3.9	7.4
Science	2.2	2.1	0.9	2.7	2.9	2.9
Biology	3.4	3.2	1.9	6.1	6.3	—
Chemistry	4.1	4.3	3.3	8.1	8.9	—
Physics	6.7	6.3	2.7	—	—	—
	Majored or minored in class subject					
Mathematics	2.3	1.8	1.2	3.9	3.5	7.3
Science	0.9	1.5	0.6	2.0	1.7	2.5
Biology	2.6	2.3	1.6	5.7	5.1	—
Chemistry	4.7	3.4	3.1	3.7	10.5	—
Physics	7.0	7.1	2.7	—	—	—
	Certified in class subject					
Mathematics	1.7	1.2	1.1	3.7	3.8	6.8
Science	1.5	0.9	0.9	4.0	2.9	5.6
Biology	2.4	1.6	1.6	5.0	3.5	—
Chemistry	3.6	2.7	1.5	5.9	8.5	—
Physics	4.3	3.3	3.2	—	—	—

— Not available

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

Table S57-4 Standard errors for table 57-4

Class subject	Central city				Urban fringe/large town				Rural/small town			
	0–5	6–20	21–40	41–100	0–5	6–20	21–40	41–100	0–5	6–20	21–40	41–100
	Majored in class subject											
Mathematics	6.0	3.8	5.8	4.9	3.3	2.2	3.5	8.6	3.5	2.5	3.6	2.6
Science	9.6	3.0	3.3	3.8	3.1	3.4	4.0	5.0	3.3	1.6	1.9	3.0
Biology	—	5.9	4.9	7.2	3.5	5.5	6.8	9.8	4.8	3.8	3.4	4.9
Chemistry	—	8.0	—	8.0	7.6	6.0	—	—	8.7	6.3	5.1	7.4
Physics	—	—	—	—	—	6.8	—	—	—	5.4	4.0	—
	Majored or minored in class subject											
Mathematics	6.7	3.0	5.6	4.3	2.8	2.3	2.7	10.2	2.9	2.2	2.0	2.0
Science	0.2	1.8	2.3	2.0	3.0	2.4	2.3	4.9	2.9	1.4	1.0	1.7
Biology	—	5.8	4.5	4.6	2.9	4.2	5.2	6.2	4.8	3.3	3.2	3.7
Chemistry	—	7.6	—	7.8	6.5	5.7	—	—	8.5	5.9	5.5	7.6
Physics	—	—	—	—	—	11.2	—	—	—	5.4	4.8	2.0
	Certified in class subject											
Mathematics	3.0	2.4	2.8	4.0	2.0	2.4	1.7	6.8	1.2	2.0	1.7	2.3
Science	4.1	1.2	2.7	3.5	1.2	1.4	2.0	5.6	2.7	1.3	2.1	1.1
Biology	—	3.5	4.7	5.4	1.4	2.0	4.0	10.8	4.3	1.1	4.1	2.9
Chemistry	—	3.2	—	5.3	3.5	4.0	—	—	2.7	2.1	3.3	5.9
Physics	—	—	—	—	—	3.2	—	—	—	3.3	7.5	8.5

— Not available

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

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Table S58-1 Standard errors for table 58-1

Age of teacher	Public: Percentage distribution	Public: Teaching at same school	Public: Moved to another school	Public: Left teaching	Private: Percentage distribution	Private: Teaching at same school	Private: Moved to another school	Private: Left teaching
Total	**(*)**	**0.5**	**0.4**	**0.4**	**(*)**	**0.8**	**0.5**	**0.7**
Younger than 25	0.2	3.2	3.0	0.6	0.4	5.1	2.9	4.0
25–29	0.5	1.9	1.4	1.3	0.8	1.7	1.1	1.4
30–39	0.8	1.5	0.9	1.1	1.0	2.1	1.1	1.7
40–49	0.9	0.8	0.6	0.6	0.9	1.4	0.7	1.2
50–59	0.8	0.9	0.7	0.5	0.9	1.1	0.5	1.1
60–64	0.3	5.3	0.9	5.0	0.7	2.4	—	2.4
65 and older	0.1	9.0	—	7.9	0.4	9.4	—	8.7

— Not available.

* Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

Table S58-2 Standard errors for table 58-2

Teaching status, destination, and reasons for leaving	Public: Total	Public: Elementary	Public: Secondary	Private: Total	Private: Elementary	Private: Secondary
Teaching status						
Left teaching	0.4	0.6	0.5	0.7	1.0	1.0
Moved to another school	0.4	0.4	0.5	0.5	0.7	0.6
Teaching at same school	0.5	0.7	0.8	0.8	1.1	1.1
Destination of leavers						
Working in education	2.0	3.5	2.0	2.4	1.2	5.0
Working outside education	2.5	3.6	3.4	2.9	3.7	4.0
Attending college	0.6	0.7	0.8	1.8	2.9	1.0
Homemaking/child rearing	2.9	4.2	3.7	2.7	2.1	5.2
Retired	2.4	4.1	2.5	1.5	2.4	1.5
Disabled	0.9	0.5	1.8	0.4	—	—
Other	2.9	5.1	2.0	3.1	3.7	3.7
Reasons for leaving						
Family or personal move	2.2	4.3	2.6	3.1	3.5	4.6
Pregnancy/child rearing	2.2	3.0	3.1	2.4	3.5	1.7
Health	1.5	2.3	1.8	0.7	0.9	0.9
Retirement	2.8	4.2	3.5	0.8	1.3	1.3
To pursue another career	1.3	2.9	1.0	1.8	2.0	3.5
For better salary or benefits	1.0	1.3	1.4	1.5	2.2	1.4
To take courses to improve career opportunities in the field of education	0.7	1.0	1.0	1.9	2.5	2.4
To take courses to improve career opportunities outside the field of education	0.3	0.2	0.6	—	—	—
School staffing action	0.8	0.5	1.4	2.1	0.9	4.7
To take a sabbatical or other break from teaching	1.3	0.6	2.2	2.0	3.0	1.4
Dissatisfied with teaching as a career	1.2	0.8	2.3	1.8	2.4	2.2
Other family or personal reason	1.9	3.6	1.6	2.0	2.3	3.7

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

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Table S58-3 Standard errors for table 58-3

Age and race/ethnicity of teacher	Elementary			Secondary		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
			All teachers			
Total	**0.6**	**0.4**	**0.5**	**0.8**	**0.4**	**0.5**
Age (in years)						
Younger than 25	4.1	3.4	1.4	3.6	2.6	2.1
25–29	2.0	1.3	1.1	3.1	2.2	2.3
30–39	1.9	1.4	1.4	1.2	0.7	0.9
40–49	0.7	0.6	0.6	1.2	0.7	0.7
50–59	1.0	0.8	0.6	1.1	0.9	0.7
60–64	6.7	0.3	6.7	4.9	1.5	4.3
65 and older	12.9	—	10.5	9.6	—	9.5
Race/ethnicity						
White	0.6	0.5	0.5	0.7	0.5	0.4
Black	3.1	1.6	2.7	2.3	1.7	1.1
Hispanic	4.2	2.6	3.0	4.5	2.4	3.6
Asian/Pacific Islander	5.1	4.3	2.2	3.9	3.6	1.0
American Indian/Alaskan Native	9.3	5.1	5.6	3.1	2.8	0.8
			Public school teachers			
Total	**0.7**	**0.4**	**5.8**	**0.8**	**0.5**	**0.5**
Age (in years)						
Younger than 25	4.4	4.4	0.8	3.6	3.0	1.1
25–29	2.4	1.5	1.4	3.5	2.5	2.6
30–39	2.3	1.6	1.6	1.2	0.8	0.8
40–49	0.8	0.6	0.7	1.3	0.8	5.5
50–59	1.1	0.9	0.6	1.3	1.0	0.7
60–64	8.4	—	8.4	5.9	1.8	5.0
65 and older	16.7	—	13.2	12.7	—	12.7
Race/ethnicity						
White	0.7	0.5	0.6	0.7	0.5	0.5
Black	3.3	1.6	2.9	2.4	1.8	1.2
Hispanic	4.5	2.8	3.1	4.9	2.6	3.9
Asian/Pacific Islander	5.6	4.5	1.6	—	—	—
American Indian/Alaskan Native	9.2	5.2	5.5	3.0	2.8	0.8
			Private school teachers			
Total	**1.1**	**0.6**	**1.0**	**1.1**	**0.6**	**1.0**
Age (in years)						
Younger than 25	5.9	3.1	4.1	7.3	5.9	7.1
25–29	2.2	1.4	1.8	2.5	1.9	1.9
30–39	2.9	1.7	2.4	3.3	1.8	3.0
40–49	2.0	1.1	1.5	1.8	0.7	1.5
50–59	1.1	0.7	0.8	2.4	0.5	2.5
60–64	—	—	—	—	—	—
65 and older	—	—	—	—	—	—
Race/ethnicity						
White	1.2	0.7	0.9	1.2	0.6	1.1
Black	7.3	4.6	4.7	—	—	—
Hispanic	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—
American Indian/Alaskan Native	—	—	—	—	—	—

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94, and the Teacher Follow-up Survey, 1994–95.

Table S58-4 Standard errors for table 58-4

Teaching status	Academic: Science/ mathematics	Academic: Non-Science/ mathematics	Vocational	Special groups	Other fields
Left teaching	1.0	0.7	0.8	3.0	2.0
Moved to another school	1.5	0.5	1.5	1.9	1.2
Teaching at same school	1.7	1.0	1.9	3.6	2.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94, and the Teacher Follow-up Survey, 1994-95.

Table S58-5 Standard errors for table 58-5

	Public			Private		
Reasons for leaving	Between 1987-88 and 1988-89	Between 1990-91 and 1991-92	Between 1993-94 and 1994-95	Between 1987-88 and 1988-89	Between 1990-91 and 1991-92	Between 1993-94 and 1994-95
Family or personal move	1.8	2.8	2.2	3.2	2.5	3.1
Pregnancy/child rearing	3.3	2.6	2.2	4.3	2.3	2.4
Health	0.5	1.6	1.5	0.7	1.5	0.7
Retirement	2.9	2.8	2.8	1.5	2.2	0.8
To pursue another career	2.1	1.3	1.3	1.9	3.1	1.8
For better salary or benefits	1.0	0.7	1.0	1.6	1.8	1.5
To take courses to improve career opportunities in the field of education	0.6	1.7	0.7	0.8	1.0	1.9
To take courses to improve career opportunities outside the field of education	0.4	0.5	0.3	0.3	2.9	—
School staffing action	0.7	2.6	0.8	1.4	2.8	2.1
To take a sabbatical or other break from teaching	1.8	0.5	1.3	2.2	1.0	2.0
Dissatisfied with teaching as a career	1.5	2.2	1.2	1.9	1.9	1.8
Other family or personal reason	1.6	1.4	1.9	2.1	1.7	2.0

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88, 1990-91, and 1993-94, and the Teacher Follow-up Survey, 1988-89, 1991-92, and 1994-95.

Table S58-6 Standard errors for table 58-6

Teaching status, destination, and reasons for leaving	Public			Private		
	Total	Full-time	Part-time	Total	Full-time	Part-time
Teaching status						
Left teaching	0.3	0.3	1.9	0.7	0.7	1.7
Moved to another school	0.3	0.4	2.0	0.4	0.5	0.7
Teaching at same school	0.5	0.5	2.4	0.8	0.8	1.8
Destination of leavers						
Working in education	2.7	2.0	7.5	2.0	2.4	3.4
Working outside education	2.2	2.5	4.7	2.8	2.8	5.1
Attending college	0.5	0.6	0.6	1.7	1.8	3.2
Homemaking/child rearing	2.6	2.9	2.7	2.0	2.7	2.2
Retired	2.0	2.4	1.5	2.0	1.5	4.6
Disabled	0.8	0.9	—	0.9	0.4	—
Other	2.5	2.9	2.1	2.4	3.1	3.1
Reasons for leaving						
Family or personal move	2.0	2.2	1.2	2.1	3.1	2.6
Pregnancy/child rearing	2.0	2.2	2.5	1.7	2.4	1.6
Health	1.3	1.5	0.8	0.9	0.7	2.8
Retirement	2.3	2.8	1.5	1.8	0.8	5.1
To pursue another career	1.8	1.3	7.6	1.7	1.8	3.8
For better salary or benefits	0.9	1.0	2.9	1.2	1.5	2.5
To take courses to improve career opportunities in the field of education	1.8	0.7	8.9	1.7	1.9	2.0
To take courses to improve career opportunities outside the field of education	0.2	0.3	—	0.4	—	—
School staffing action	0.6	0.8	1.1	1.8	2.1	4.2
To take a sabbatical or other break from teaching	1.1	1.3	1.2	1.4	2.0	0.3
Dissatisfied with teaching as a career	1.0	1.2	1.8	1.2	1.8	0.9
Other family or personal reason	1.7	1.9	2.0	1.5	2.0	2.7

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94, and the Teacher Follow-up Survey, 1994-95.

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Table S58-7 Standard errors for table 58-7

Teaching status, destination, and reasons for leaving	Public			Private		
	Total	Full-time	Part-time	Total	Full-time	Part-time
			Elementary			
Teaching status						
Left teaching	0.5	0.6	2.5	0.9	1.0	2.4
Moved to another school	0.5	0.4	2.0	0.5	0.7	1.2
Teaching at same school	0.7	0.7	2.9	1.1	1.1	2.8
Destination of leavers						
Working in education	4.3	3.5	9.7	1.8	1.2	5.7
Working outside education	3.2	3.6	6.8	3.2	3.7	4.9
Attending college	0.6	0.7	0.8	2.4	2.9	2.9
Homemaking/child rearing	3.5	4.2	3.8	1.7	2.1	2.7
Retired	3.4	4.1	1.2	3.3	2.4	8.2
Disabled	0.4	0.5	—	1.6	—	—
Other	4.3	5.1	3.3	3.0	3.7	4.0
Reasons for leaving						
Retirement	3.4	4.2	1.2	2.8	1.3	8.2
Family or personal move	3.5	4.3	1.8	2.5	3.5	2.6
To pursue another career	2.9	2.9	10.5	2.4	2.0	6.8
Pregnancy/child rearing	2.7	3.0	3.7	2.7	3.5	1.9
Dissatisfied with teaching as a career	0.7	0.8	1.2	1.7	2.4	—
			Secondary			
Teaching status						
Teaching at same school	0.8	0.8	4.3	1.0	1.1	3.1
Moved to another school	0.5	0.5	3.7	0.5	0.6	0.8
Left teaching	0.5	0.5	1.9	1.0	1.0	2.9
Destination of leavers						
Working in education	2.4	2.0	8.2	3.6	5.0	4.4
Working outside education	3.0	3.4	6.2	3.9	4.0	7.3
Attending college	0.7	0.8	0.8	2.3	1.0	5.5
Homemaking/child rearing	3.4	3.7	3.4	3.5	5.2	3.1
Retired	2.3	2.5	3.5	1.2	1.5	2.0
Disabled	1.6	1.8	—	—	—	—
Other	1.8	2.0	1.2	3.4	3.7	5.3
Reasons for leaving						
Retirement	3.1	3.5	3.6	2.2	1.3	5.4
Family or personal move	2.3	2.6	0.7	3.4	4.6	4.6
To pursue another career	1.7	1.0	10.4	2.2	3.5	3.5
Pregnancy/child rearing	2.9	3.1	3.3	1.4	1.7	2.3
Dissatisfied with teaching as a career	2.0	2.3	4.5	1.4	2.2	1.7

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94, and the Teacher Follow-up Survey, 1994-95.

Table S59-1 Standard errors for table 59-1

Tenure status, academic rank, and control of institution	Fall 1987 Articles/ creative works	Fall 1987 Books/ mono- graphs	Fall 1987 Present- ations/ exhibits	Fall 1987 Other	Fall 1992 Articles/ creative works	Fall 1992 Books/ mono- graphs	Fall 1992 Present- ations/ exhibits	Fall 1992 Other
Total	**0.1**	***0.0**	**0.2**	**0.1**	**0.1**	***0.0**	**0.1**	**0.1**
Tenure status								
Tenured	0.2	*0.0	0.2	0.2	0.1	*0.0	0.2	0.1
Not tenured	0.2	0.1	0.3	0.2	0.1	*0.0	0.2	0.1
Academic rank								
Full professor	0.2	0.1	0.3	0.3	0.2	*0.0	0.3	0.1
Associate professor	0.2	0.1	0.3	0.2	0.1	*0.0	0.3	0.1
Assistant professor	0.3	*0.0	0.4	0.2	0.1	*0.0	0.2	0.1
Instructor/lecturer	0.2	0.1	0.4	0.2	0.1	*0.0	0.2	0.1
Other/not applicable	0.2	*0.0	0.8	0.2	0.2	*0.0	0.7	0.2
Control of institution								
Public	0.2	0.5	0.2	0.2	0.1	*0.0	0.2	0.1
Private	0.3	0.6	0.4	0.1	0.2	*0.0	0.2	0.1

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1993.

Table S59-2 Standard errors for table 59-2

Academic discipline and type of institution	Fall 1987 Articles/ creative works	Fall 1987 Books/ mono- graphs	Fall 1987 Present- ations/ exhibits	Fall 1987 Other	Fall 1992 Articles/ creative works	Fall 1992 Books/ mono- graphs	Fall 1992 Present- ations/ exhibits	Fall 1992 Other
Total	**0.9**	**0.1**	**1.2**	**0.5**	**0.7**	**0.1**	**1.2**	**0.4**
Academic discipline								
Agriculture/home economics	4.0	1.1	3.6	1.3	6.7	0.6	7.1	3.1
Business	1.0	0.2	1.0	1.6	1.1	0.2	1.6	1.3
Education	1.5	0.2	2.4	1.0	1.0	0.3	2.4	0.8
Engineering	1.9	0.3	1.8	3.1	3.0	0.2	2.4	3.3
Fine arts	1.1	0.2	6.5	1.5	1.8	0.2	14.7	1.1
Humanities	0.8	0.3	1.0	0.7	0.8	0.2	1.2	0.7
Natural sciences	1.5	0.2	1.1	1.5	1.6	0.2	1.4	0.9
Social sciences	2.3	0.4	2.4	1.4	1.3	0.3	1.8	1.1
All other fields	2.5	0.3	2.8	1.7	1.3	0.2	1.2	0.7
Type of institution								
Research	1.4	0.3	2.1	1.0	1.8	0.3	2.3	1.1
Doctoral	3.0	0.3	3.3	1.0	1.2	0.2	3.5	0.7
Comprehensive	1.1	0.1	2.5	1.3	0.8	0.1	2.4	0.5
Liberal arts	1.1	0.3	3.8	0.8	0.9	0.1	4.0	0.9
2-year	0.6	0.2	1.3	0.7	0.4	0.1	1.3	0.5
Other	1.4	0.4	3.9	1.0	1.7	0.3	8.5	1.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1993.

Table S59-3 Standard errors for table 59-3

Tenure status, academic rank, and control of institution	Fall 1987				Fall 1992			
	Articles/ creative works	Books/ mono-graphs	Present-ations/ exhibits	Other	Articles/ creative works	Books/ mono-graphs	Present-ations/ exhibits	Other
Total	**0.9**	**0.1**	**1.2**	**0.5**	**0.7**	**0.1**	**1.2**	**0.4**
Tenure status								
Tenured	1.4	0.2	1.7	0.6	1.1	0.2	1.7	0.6
Not tenured	0.7	0.2	1.3	0.7	0.6	0.1	2.2	0.6
Academic rank								
Full professor	2.1	0.3	2.6	1.1	1.7	0.3	2.5	0.8
Associate professor	1.1	0.2	1.5	0.7	0.7	0.1	2.1	0.6
Assistant professor	0.6	0.1	1.8	1.1	0.6	0.1	2.0	0.5
Instructor/lecturer	0.4	0.2	1.6	0.6	0.4	0.1	2.0	0.4
Other/not applicable	1.1	0.2	2.0	0.8	1.7	0.2	5.1	2.5
Control of institution								
Public	1.0	0.2	1.4	0.6	0.9	0.1	1.5	0.5
Private	2.0	0.2	2.2	0.8	1.4	0.2	2.0	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1993.

Table S60-1 Standard errors for table 60-1

Institutional and faculty characteristics	All institutions			Institutions with tenure systems	
	Tenure-track	Nontenure-track	No tenure system at institution	Tenure-track	Nontenure-track
Total	**0.9**	**0.8**	**0.6**	**0.9**	**0.9**
Level of institution					
4-year institutions	1.2	1.0	0.6	1.1	1.1
2-year institutions	1.3	1.2	1.2	1.3	1.3
Public institutions					
4-year	1.3	1.3	0.4	1.3	1.3
2-year	1.3	1.1	1.2	1.3	1.3
Private institutions					
4-year	1.9	1.5	1.2	1.7	1.7
2-year	6.6	8.3	8.6	8.8	8.8
Type of institution					
4-year institution	1.2	1.0	0.6	1.1	1.1
University	1.2	1.1	0.5	1.2	1.2
Research university	2.4	2.3	0.2	2.4	2.4
Doctoral university	2.1	2.1	0.3	2.1	2.1
Comprehensive university	1.8	1.6	0.6	1.6	1.6
Liberal arts	3.5	2.3	2.6	2.9	2.9
2-year	1.3	1.2	1.2	1.3	1.3
Other	4.1	3.7	4.8	4.0	4.0
Carnegie classification					
Research university I	3.1	2.9	0.3	3.0	3.0
Research university II	3.3	3.3	0.1	3.3	3.3
Doctoral university I	2.4	2.4	0.4	2.5	2.5
Doctoral university II	3.4	3.4	0.6	3.4	3.4
Comprehensive university I	2.0	1.7	0.7	1.8	1.8
Comprehensive university II	4.2	3.7	1.8	4.0	4.0
Liberal arts I	4.0	3.3	2.2	3.5	3.5
Liberal arts II	4.4	2.8	4.1	3.7	3.7
2-year	1.3	1.2	1.2	1.3	1.3
Other	4.1	3.7	4.8	4.0	4.0
Academic discipline					
Agriculture/home economics	3.8	3.7	1.2	3.8	3.8
Business	1.8	1.7	1.2	1.9	1.9
Education	1.9	2.0	0.7	2.0	2.0
Engineering	3.1	3.1	1.6	3.2	3.2
Fine arts	2.3	2.1	2.7	1.9	1.9
Health sciences	2.1	1.9	1.2	2.1	2.1
Humanities	1.2	1.1	0.8	1.2	1.2
Natural sciences	1.6	1.6	0.7	1.7	1.7
Social sciences	1.8	1.6	0.7	1.8	1.8
All other fields	1.4	1.4	0.9	1.4	1.4

Table S60-1 Standard errors for table 60-1—Continued

Institutional and faculty characteristics	All institutions			Institutions with tenure systems	
	Tenure-track	Nontenure-track	No tenure system at institution	Tenure-track	Nontenure-track
Academic discipline by level of institution					
Agriculture/home economics, 4-year	4.2	4.2	0.6	4.2	4.2
Agriculture/home economics, 2-year	5.9	6.1	4.5	6.5	6.5
Business, 4-year	2.8	2.3	1.5	2.5	2.5
Business, 2-year	2.1	2.5	2.0	2.4	2.4
Education, 4-year	2.3	2.3	0.8	2.4	2.4
Education, 2-year	3.3	3.6	1.7	3.7	3.7
Engineering, 4-year	3.7	3.6	1.9	3.6	3.6
Engineering, 2-year	4.8	5.3	3.2	5.6	5.6
Fine arts, 4-year	3.1	2.4	3.6	2.4	2.4
Fine arts, 2-year	2.6	3.1	2.1	2.9	2.9
Health sciences, 4-year	2.6	2.4	1.0	2.5	2.5
Health sciences, 2-year	3.1	3.0	2.8	3.3	3.3
Humanities, 4-year	1.5	1.5	0.7	1.5	1.5
Humanities, 2-year	2.0	1.7	1.8	2.0	2.0
Natural sciences, 4-year	1.7	1.5	0.7	1.6	1.6
Natural sciences, 2-year	2.0	2.3	1.4	2.2	2.2
Social sciences, 4-year	2.2	2.0	0.8	2.1	2.1
Social sciences, 2-year	2.5	2.6	1.7	2.7	2.7
All other fields, 4-year	1.9	1.8	0.7	1.9	1.9
All other fields, 2-year	1.8	2.2	1.9	2.0	2.0
Employment status					
Part-time	0.4	0.7	0.6	0.4	0.4
Full-time	0.8	0.4	0.7	0.5	0.5
Sex					
Male	1.1	1.0	0.5	1.0	1.0
Female	0.9	0.9	0.8	0.9	0.9
Employment status, by sex					
Part-time					
Male	0.7	0.9	0.7	0.7	0.7
Female	0.4	0.7	0.6	0.4	0.4
Full-time					
Male	0.8	0.4	0.7	0.5	0.5
Female	1.3	0.8	1.1	0.9	0.9
Age by sex					
Younger than 40 years	1.2	1.2	0.7	1.3	1.3
Male	1.7	1.7	0.8	1.7	1.7
Female	1.2	1.4	0.8	1.3	1.3
40–49 years	1.1	1.0	0.7	1.1	1.1
Male	1.4	1.3	0.8	1.4	1.4
Female	1.2	1.2	0.8	1.2	1.2
50–59 years	1.2	1.1	0.6	1.2	1.2
Male	1.4	1.3	0.6	1.4	1.4
Female	1.6	1.6	1.1	1.6	1.6
60 years or older	1.8	1.7	0.7	1.8	1.8
Male	1.9	1.8	0.7	1.9	1.9
Female	2.4	2.7	1.8	2.7	2.7

Table S60-1 Standard errors for table 60-1—Continued

Institutional and faculty characteristics	All institutions: Tenure-track	All institutions: Nontenure-track	All institutions: No tenure system at institution	Institutions with tenure systems: Tenure-track	Institutions with tenure systems: Nontenure-track
Academic rank					
Professor	1.4	1.1	0.9	1.1	1.1
Associate professor	1.4	1.2	0.7	1.2	1.2
Assistant professor	1.5	1.3	0.8	1.4	1.4
Instructor	0.7	0.9	0.8	0.8	0.8
Lecturer	0.8	1.0	0.6	0.8	0.8
Other	1.8	2.5	1.9	2.0	2.0
Faculty status					
Has	0.9	0.8	0.6	0.9	0.9
Does not have	0.4	0.8	0.8	0.4	0.4
Race/ethnicity					
American Indian/Alaskan Native	5.3	6.0	3.8	5.9	5.9
Asian/Pacific Islander	2.3	2.2	0.8	2.3	2.3
Black	2.1	2.0	0.9	2.1	2.1
Hispanic	2.6	2.7	1.1	2.7	2.7
White	1.0	0.9	0.6	0.9	0.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993.

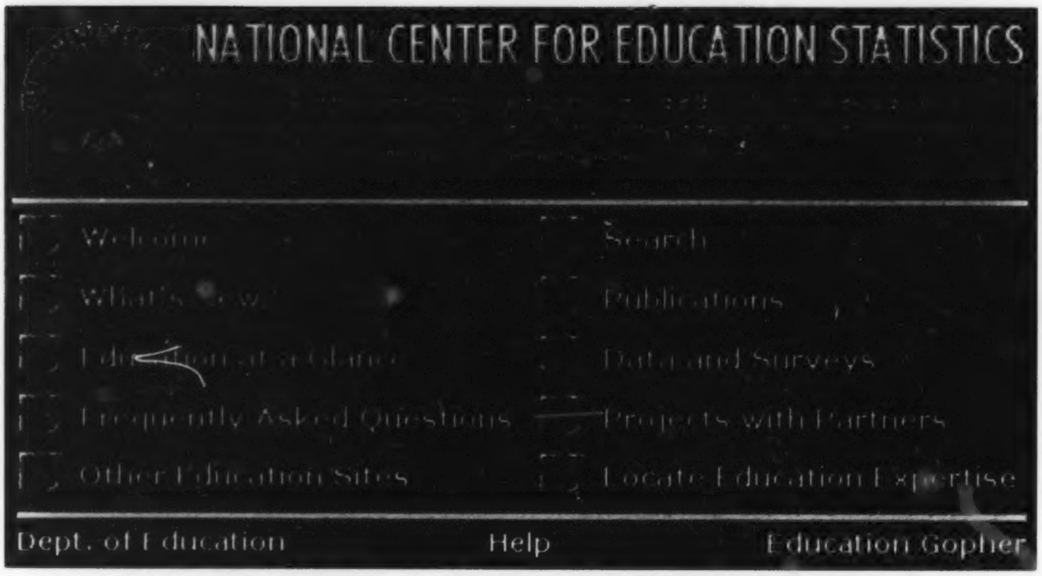
Table S60-2 Standard errors for table 60-2

Institutional characteristics and academic discipline	Graduate courses	Undergraduate courses		
		Total	Lower division	Upper division
Total	**1.6**	**1.0**	**1.3**	**1.0**
Public institutions				
4-year	1.4	1.2	1.8	1.1
University	1.4	1.2	1.8	1.1
College	0.0	5.6	10.3	3.5
Private institutions				
4-year	3.2	1.7	1.9	1.9
University	3.5	2.3	2.4	2.6
College	6.9	2.5	3.0	2.8
Type of institution				
Research university	3.0	2.1	3.1	2.2
Doctoral university	2.0	2.3	2.8	2.7
Comprehensive university	2.9	1.4	1.9	1.4
Liberal arts	6.9	2.4	3.1	2.6
Carnegie classification				
Research university I	3.8	2.5	4.1	2.7
Research university II	3.3	3.5	4.9	2.9
Doctoral university I	2.9	2.6	3.8	2.8
Doctoral university II	2.7	3.8	4.1	4.5
Comprehensive university I	3.0	1.6	2.1	1.6
Comprehensive university II	8.1	3.3	3.8	3.6
Liberal arts I	10.2	3.0	3.5	3.7
Liberal arts II	9.2	3.2	4.1	3.5
Other	5.0	5.8	7.0	6.4
Academic discipline				
Agriculture/home economics	3.4	3.9	6.0	4.4
Business	5.6	2.6	3.9	2.9
Education	4.1	2.4	3.8	2.7
Engineering	4.0	4.9	7.4	4.1
Fine arts	6.5	2.3	3.1	2.8
Health sciences	3.2	3.4	6.9	3.2
Humanities	3.4	1.5	1.8	1.9
Natural sciences	2.0	1.6	1.9	1.8
Social sciences	4.0	1.9	2.3	2.3
All other fields	3.0	2.0	3.6	2.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1993.

Welcome to NCES on the Internet

http://www.ed.gov/NCES/


NATIONAL CENTER FOR EDUCATION STATISTICS
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The National Center for Education Statistics (NCES) is the Nation's principal education statistics agency. Our Web site provides access to a wide range of statistical information about education in the United States and other nations.

The NCES home page includes:

A ***Welcome*** section describing the NCES and its statistical programs.

What's New offers a description of recently released reports, databases and upcoming conferences.

Education at a Glance provides direct links to NCES materials which describe or analyze education topics such as crime in public schools, access, and costs of higher education.

Frequently Asked Questions provides responses to questions about NCES data.

Other Education Sites includes links to other education related sites including federal and state education agencies.

Search provides a link to NCES information via a keyword and concept index.

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Publications gives you the capability to find publications by subject or survey. Data products are also listed here by release date.

Data and Surveys provides detailed information on all NCES surveys and provides direct links to publications and data bases that can be freely downloaded.

Projects with Partners provides descriptions and links of NCES collaborative projects with state education agencies, education associations, task forces, and other groups.

Locate Education Expertise provides a search mechanism that allows you to locate NCES and other Department of Education staff by topic, survey, or name.

How to access the NCES home page: The home page may be accessed directly at:

http://www.ed.gov/NCES/

Addresses for some of our more interesting or popular information include:

http://www.ed.gov/NCES/pubs/ce/ (*The Condition of Education*)
http://www.ed.gov/NCES/pubs/D96/ (*Digest of Education Statistics 1996*)
http://www.ed.gov/NCES/NAEP/ (for information on education assessment)
http://www.ed.gov/NCES/timss/index.html (The ***T***hird ***I***nternational ***M***athematics and ***S***cience ***S***tudy)
http://www.ed.gov/NCES/ipeds/index.html (for information on the nation's colleges and universities)
http://www.ed.gov/NCES/ccd/index.html (for information on the nation's public elementary and secondary schools and school districts)

Additional ways to obtain and retrieve NCES education statistics include our File Transfer Protocol (FTP) and Gopher sites at:

ftp://ftp.ed.gov/ncesgopher
gopher://gopher.ed.gov:10000

Future plans include improving our search capabilities and allowing customers to retrieve portions of our data bases by user-defined selection criteria.

The National Education Data Resource Center

The National Education Data Resource Center (NEDRC) was established by the U.S. Department of Education's National Center for Education Statistics (NCES) to serve the education information needs of teachers, researchers, policymakers, and others who need access to the most current education data. Data sets for some 16 studies maintained by NCES are currently available through NEDRC and there are plans to include additional databases, as well as to link database files to allow for higher level analyses.

You can contact the NEDRC to request specific analyses of education data sets; assistance for on-site research at NEDRC facilities; tables, graphic materials, or detailed reports from education studies and surveys; and limited programming analysis (e.g., cross tabulations). The following studies are currently available through NEDRC:

- Schools and Staffing Survey (SASS)
- Private School Survey (PSS)
- National Survey of Postsecondary Faculty (NSOPF)
- Common Core of Data (CCD)
- High School and Beyond (HS&B)
- National Postsecondary Student Aid Study (NPSAS)
- National Longitudinal Study (NLS)
- National Education Longitudinal Study (NELS:88)
- Integrated Postsecondary Education Data System (IPEDS)
- Recent College Graduates Study (RCG)
- Beginning Postsecondary Students (BPS)
- National Household Education Survey (NHES)
- Public Library Survey (PLS)
- Academic Library Survey (ALS)
- National Assessment of Educational Progress (NAEP)

To request research information from the NEDRC, call 703-845-3151, fax 703-820-7464, or E-mail the NEDRC at nedrc@inet.ed.gov. To receive the information you need, make your request as specific as possible, including the name and year of the data set (e.g., NELS:88), specific survey (e.g., NELS: Parent Questionnaire), population of interest (e.g., public school teachers with one year of experience), data elements (e.g., set and subject taught), and analysis type (e.g., cross tabulations). Please let us know how you wish to receive the requested material: diskette, hard copy, or via E-mail.